

Childhood Education

LEADERS ARE MADE . . .

**Class Size, Grouping
Promotion Practices**

January 1948

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

The Magazine
for Teachers
of Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

CONTENTS FOR JANUARY 1948

Volume 24

Number 5

Page

LEADERS ARE MADE, NOT BORN	Kenneth D. Benne	203
IT TAKES EXPERIENCE	Ruth Cunningham and Madeline Roberts	208
HOW LARGE SHOULD A CLASS BE?	Inga Olla Helseth	214
FROM DEPENDENCE TO INDEPENDENCE	Mabel M. Bridwell	219
EDITORIAL—UNESCO BEGINS A SECOND YEAR	Winifred E. Bain	224
1948 A.C.E. STUDY CONFERENCE—INSERT		
EDITORIAL—FOR THE WORLD'S CHILDREN	Martha M. E'iot	225
WHEN THE MIDDLE MEETS THE END	Marie M. Hughes	226
HOW SHALL CHILDREN BE GROUPED AND PROMOTED?	Daisy Marvel Jones	232
THE PRIMARY SCHOOL IN MILWAUKEE	Florence C. Kelly	236
BOOKS FOR CHILDREN	Dorothy Kay Cadwallader	239
BULLETINS AND PAMPHLETS	Muriel Crosby	241
NEWS HERE AND THERE	Mary E. Leeper	243

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Next Month—

"School Marks and Evaluation of Achievement" will be the theme for the February issue.

Such topics as these will be explored: what makes a teacher good; planning for child growth through parent-teacher conferences; some present-day practices in describing and reporting children's growth; a study of report cards, and how should achievement be evaluated? Laura Zirbes' editorial deals with "Why Motives Matter."

Among the contributors will be Barbara Biber, Agnes Snyder, Prudence Cutright, Amanda Hebler, Frederick Lucas, W. E. Sugden, Elsie Wigley, and J. Wayne Wrightstone.

News and reviews will complete the issue.

Courtesy Cincinnati Public Schools

Varied group experience and group self-evaluation play essential parts in the training of democratic group members and leaders.



Bindery
Educ.
Faxon
10. 15. 54
Shortage

By KENNETH D. BENNE

Leaders Are Made, Not Born

"It is important to see 'leadership' in terms of functions to be performed in helping groups to grow and to operate productively, not in terms of qualities inherent in certain persons," says Kenneth Benne, associate professor of education, Teachers College, Columbia University, New York. He describes two types of leadership functions and analyzes three principles of leadership training which help groups to increase their understandings and skills of democratic leadership.

HAS DEMOCRACY A FUTURE IN OUR world? The inefficiency of democracy is frequently charged not alone by its opponents but even by some of its apologetic advocates. Strong leadership, usually identified with non-democratic leadership, is demanded by many as necessary to meet recurrent crises and emergencies in our social life. These viewpoints find voice and hearing within as well as outside the teaching profession. Not even the most ardent democrat can take the future of democracy for granted today.

On the other hand, believers in democracy can point to growing experimental evidence that democratic participation in group control makes for greater group productivity than autocratic control, not less. The same evidence points to democratic planning as a way of forestalling crises in group life—perhaps the only way in the long run. And we are assured that the personalities shaped through democratic participation are more mature, more capable of objective judgment, less aggressive than those shaped by authoritarian controls.

But these superiorities of democratic groups depend in no small measure upon the operation of appropriate leadership in those groups. And democratic leader-

ship requires attitudes, understandings, and skills which are more, not less, profound and complex than those required by the autocratic leader. These attitudes, understandings, and skills can be learned but they will not be learned without devoted educational thought and effort.

Tough-minded friends of democracy realize that the only way to meet attacks upon their social faith effectively is to demonstrate that democratic methods can meet the challenge of contemporary problems successfully. This requires building democratic ways of working into the entire complicated fabric of our group life—into families, schools, churches, and into corporations, labor unions, political parties, planning councils, and the Congress.

Tough-minded democrats realize further the key part which the training of democratic leadership must play in such an undertaking. They realize that two dangerous and all too prevalent myths about leadership must be excluded from our thinking, if we are to be successful in this task.

One is the myth that we must wait for "nature" to give us our leaders—a person is just "naturally" born to be a leader or he is not.

The other has it that social situations

automatically produce the leadership which they require—the Civil War produced Lincoln, didn't it?

Both these myths tend to delay recognition by educators of their pressing responsibility for the training of democratic leadership through both formal and informal education. This responsibility must be recognized and accepted by educators who are also tough-minded democrats. And childhood education should have a fundamental share in this responsibility.

If we are to be successful in making a central place for the training of democratic leadership in our school programs, we must have a clear view of what we are trying to develop. *It is important that we see "leadership" in terms of functions to be performed in helping groups to grow and to operate productively, not in terms of qualities inherent in certain persons.¹*

Groups are more than collections of individuals held together mechanically. Ideally, a group consists of persons who have organically interrelated their efforts in clarifying and serving common purposes—purposes which individuals by themselves can not clarify or serve. A collection of individuals becomes a group only as common purposes and problems are attained, as common ways of thinking and acting and producing are worked out and accepted by all members.

What Are Some Leadership Functions?

Groups, therefore, have varying degrees of maturity as groups, quite distinct from the chronological maturity of their members. One set of leadership functions has to do with helps re-

¹ Leadership functions are required also in interpersonal, intergroup, and wider community relationships. It seems probable that these functions can be best identified, practiced, and learned in the setting of the face-to-face group.

quired by the group in increasing its maturity. Only a few examples of the criteria of group maturity and of corresponding functions of leadership can be given here. But these may help us to clarify our conception of leadership.

An immature group has little awareness of its own procedures and of the relationship of these to its productivity. The mature group has the ability to look at its own procedures, to criticize and improve these in the interest of greater group efficiency.

A group of children planning a party may get into a snarl of competing ideas as to what games should be played. An immature group may give up and leave it to teacher to decide or may break into aggressive griping and name-calling. A mature group would probably stop and see that it had run into its snarl when John and Mary had started calling each other's ideas crazy and then start over to reach a common decision or some acceptable compromise. In this case, a leadership function in the immature group is to help the group look at its own ways of working and to see the relationship between these and the making of satisfactory plans.

Again, members of an immature group in choosing members to do some job find it hard to distinguish between persons they like or dislike and persons with the abilities required to get the job done well. A mature group is able to distinguish between "personalities" and the roles required for productive group work. The group of children which chooses members for a committee to make posters not because they can draw but because they are likable and "popular" has not attained much maturity as a group. A function of leadership here is to help the group see that con-

tributions are to be judged in terms of their relevance to getting a group job done well, not in terms of the person who happens to make the contribution.

One set of leadership functions, then, has to do with services required within the group in helping it to grow to greater maturity.

The most mature group, however, still requires special services to promote the adequacy and efficiency of its thinking, deciding, and acting:

A group must set common goals and purposes. Typically, it achieves common goals by working through differences among its members. It must be helped to clarify these differences, to remember the common agreements that surround its points of conflict, to bring in relevant information which may help to resolve the issues that divide it. These required helps point to leadership functions.

A group must keep a balance between its long-range and short-run goals. It must be helped to remember its long-range goals while it is making decisions here and now. Some groups tend to shut out the ugly here and now and to try to live in the discussion of their long-range goals. They must be reminded that these can be served only by taking next steps, by deciding what needs to be done now in order to move the group in the direction it wants to go. These are leadership functions.

Groups with the greatest clarity about common goals must diagnose their present situation, must locate barriers and resources in it, must plan how to use these resources and overcome these barriers in moving toward the group goals. This means that the group must be helped to get accurate and pertinent information from persons or other sources or through their own research. They must be helped to keep their plans "realistic," geared to the "facts" of the setting in which they are working. They must be helped to practice their plans before trying them fully and to test them in the practice. Leadership functions are involved here.

Finally, groups, having planned and acted, must evaluate what they have done, collecting and interpreting the data needed to tell how well they have succeeded and where they have failed. Only through evaluation can groups

learn from success or failure. They need help in getting the evaluation data they need, in doing a fair job of interpreting this data, in amending even their most cherished plans and purposes, if the evaluation seems to require it. These helps also point to leadership functions in the group.

A second set of leadership functions, therefore, has to do with services required by any group in keeping its processes of planning, acting, and evaluating productive and geared to the changing environment in which it lives and acts.

What are the advantages of interpreting leadership in terms of functions to be performed in a group in helping it to grow and to operate productively? It helps to make clear that "leadership" is something that has to be learned. Moreover, it helps us to locate intelligently the understandings, attitudes, and skills which democratic leadership must acquire. It saves us from thinking of "leadership" as inherent in certain persons or classes of persons.

In a mature group, leadership does not inhere in any one person, even though many leadership functions may be delegated by the group to one member. More typically, the mature group will fit different leadership functions to different members so that leadership is exercised by a team, discussion leader, resource persons, recorder and process observer, for example, rather than by one individual. And the group may choose to reserve certain leadership functions for the group as a whole, rather than to assign them to any person or persons.

This conception of leadership also makes it clear that leadership training and development can not be separated from group training and development. As teachers work to build mature

groups, self-objective about their group needs and ways of working, they are also working to build democratic leaders. Leadership always involves leader-member relations and a relationship can be well built only through the cooperation of both "leaders" and "members."

Principles of Leadership Training

We can now formulate three principles of leadership training which should guide teachers in forming groups and in working with groups in the school program. These are all based on extensive experience with attempts to train leadership, young and old.

I

Leadership can be learned by children only as they practice the skills of productive group work in a variety of group settings. Adult leadership in the classroom group, if it operates democratically, that is, in a way to increase group maturity, can do much to promote understanding of leadership and its functions.

But it seems clear that full practice opportunities for children must include also extensive experience in student-led groups. Opportunities for such experience can be found in every school—student leadership of the whole classroom group; committees of students working on different phases of a classroom project; club leadership and student council work which offer opportunities for cross-grade groupings; student-led groups of students, parents, and teachers working on any one of many school problems or projects.

Training in democratic leadership requires that work in a variety of groups be provided for every child, with continuing and sustained expe-

rience in a "home-base group." If such opportunities do not now exist in a school, teachers committed to improving the skills and understandings of democratic leadership in all students must work to create them.

II

Experience in group work by students is not enough to insure that the skills and understandings of leadership are well-recognized or well-learned. *Self-evaluation by the group of its own ways of working, and group planning to improve the group's procedures are necessary to insure that leadership functions are adequately understood and practiced by all children.* It is not easy for a group to turn back and look at itself. Yet this ability and this practice seem extremely important factors in group growth and group training.

A good beginning point for evaluation sessions in a group is a time when the group discussion is confused, when no progress is being made, when frustration is being felt by all of the members. The question "Why aren't we getting anywhere in our planning?" will lead the group back to look at its ways of working and to a discussion of how these can be improved. The group which discovers out of its own group experience that there is a relation between the language its members use in making a suggestion and the kind of hearing the suggestion receives, that summaries of where we've been and where we seem to be going help keep a group on the beam, that minority or unpopular opinions often contribute much to a group's thinking, and that the right of these opinions to be heard needs to be safeguarded is learning to identify, support, and practice the functions of democratic leadership. Self-evaluation by the group of its own processes is a useful way of insuring that these lessons will be learned.

Many groups, after feeling the benefits of occasional evaluation sessions, decide to reserve a regular part of their group time for evaluating their ways of working. It is important to encourage all groups to set aside a few minutes of

time to look back at a session and to discuss how they worked as a group and how they might work more productively.

Some groups which come to feel the importance of evaluation sessions choose one of their members to act as an observer during a period of planning or discussion. The observer assumes the job of watching such things as the participation pattern in the group—who talks, how much, and in what order; evidences of aggression in the group (name-calling, etc.); inattention; wandering from the set purpose of the group. He keeps a record of his observations and feeds his findings, along with hunches as to why things happened as they did, into the group's evaluation session. The observer's record helps to make and keep group evaluation more objective and more adequately related to what actually happened in the group. The job of observer may be rotated among the members of the group. Learning to function well as a process observer is an important part of leadership training.

III

Varied group experience and group self-evaluation play essential parts in the training of democratic group members and leaders. It is important to stress one other frequently neglected condition of effective leadership training. All children bring certain conceptions and styles of group membership and group leadership with them to the classroom situation. They have learned these in getting along in their families, in neighborhood groups and gangs, and in other school groups. Often these conceptions and styles of leadership and membership are basically undemocratic. The job of leadership training is not one of starting fresh; it is a job of re-education. Children who are being re-educated into democratic group relations are often being asked to change established ways of relating themselves to other people, to try what are for them new patterns of behavior.

New patterns of relationship are frequently resisted by children and adults

because they are perceived as threats to the self. Confidence in trying out new patterns requires a free and permissive atmosphere in which this ego threat is reduced to a minimum.

It is important that a "right to make mistakes" be established in the group. This does not mean that student or teacher leadership is exempt from criticism by the group. It does mean that criticism takes into account the maturity of the group and of the person being criticized. It means also that criticism is directed to the leader or member role not to the "person" who is enacting the role. And the criticism is made not in a spirit of praise or blame but in terms of "wouldn't it have been better for the group if the discussion leader had asked the group to decide this question rather than deciding it himself?" Children in the group, as well as the teacher, must learn to evaluate member and group behavior non-moralistically and in terms of group welfare, if individual members are to have a learning environment in which they are free to try out new skills and relationships and to learn from the trial.

It is in this connection that role-playing of new relationships may be very useful. Let us suppose, as an example, that a classroom group is going to break up into student-led committees for the first time. A small group of children is asked to play part of a committee session before the larger group. The setting is made clear before starting—the job the committee has to do, when and where it is meeting, and so on. What is actually said or done, however, is spontaneous. After seeing the sample of committee work, the whole group discusses what was done in and by the committee and makes suggestions as to how it might have worked differently. The committee session may be played again in the light of these suggestions.

The value of the role-playing committee over a "real" committee for practice purposes is that it is seen as a freer, more permissive situation because it is not "real." Role-players are freer to try new ideas because they are not playing for keeps. They accept criticism with less defensiveness because it is the role that is being criticized, not the "real" John or Mary. Yet the role-playing situation is nearly enough like "reality" so that the group is building insight

and security and skill in the new way of working, before trying it in "reality."

The principles of leadership training discussed here seem to be supported by experience and by limited experimentation. Yet they are very general principles. We need to know much more of what they mean in practice with children's groups of different ages and of different socio-economic backgrounds, with cross-age groups and with mixed child-adult groups. Such information will accumulate only as teachers become convinced that leadership and group training for children is important, as they begin to try such training with their groups of children,

as they record and interpret the results, and as they share these with others.

Every classroom or other school group is potentially a laboratory for the study of leadership training methods.² It remains for teachers and children to find ways to use these laboratories intelligently in increasing their understandings and skills of democratic leadership. In doing so, they will be helping to assure for democracy a future in our world.

² A Guide to Study and Experimentation in Cooperative Planning by the Horace Mann-Lincoln Institute of School Experimentation offers suggestions as to how teachers may experiment in the study of school groups and share their findings with others. (New York: Bureau of Publications, Teachers College, Columbia University, 1947.)

It Takes Experience

Ruth Cunningham is assistant professor, Teachers College, Columbia University, and research associate, Horace Mann-Lincoln Institute of School Experimentation; Madeline Roberts is the teacher of the nine- and ten-year-olds in the group described in this article, in Swansea School, Denver, Colorado. The study reported here is a part of a larger investigation being made by the Horace Mann-Lincoln Institute of School Experimentation. The full report of the study, *Understanding Group Behavior of Boys and Girls*, will come from the press in the Spring of 1948.

By RUTH CUNNINGHAM AND MADELINE ROBERTS

SHE WROTE AT THE TOP OF THE PAGE, "My Problem," and then Gladys set down her statement of the major difficulty of her ten-year-old life. It read:

I like Elaine and so does Barbara, but Barbara and I don't get along. Elaine likes Barbara and she likes me too. The reason we don't get along is Barbara is too bossy and silly, and she gets tired of one thing too fast, she doesn't like to play things that I like to play, and she's a Tom-Boy just like my sister. But she's a nice kid.¹

¹ Throughout this article, children's material is reported exactly as spoken or written by them. Teachers will understand that nine- and ten-year-olds are not letter-perfect in grammar and spelling. It takes experience in learning the three R skills as well as in learning group behavior.

Gladys' problem was shared not only with Elaine and Barbara, but by the whole fourth and fifth grade group. Group members were beginning to "take sides" with the three little girls. The situation was well on its way toward causing a major group disruption.

Role Playing

The teacher suggested to the group that three people other than the major participants in the difficulty might play out the situation to show how it looked, and to give a basis for discussion and suggestions for resolving the differ-

ences. The pupil recorder of the log for the day reported:

Elaine, Barbara and Gladys are having trouble with friendship. Elaine, Barbara and Gladys chose people to have a play. Joann is Barbara, Caroline is Elaine, and Norma is Gladys. They are deciding what they are going to play. They started to have trouble so they stopped to see what the trouble is and how not to have trouble.

After the role playing, pupils in the class made suggestions as to how they felt the difficulty should be resolved. Among the suggestions were these:

I think they should be together more so they would learn to like each other.

They should play together because if they don't they'll never be friends.

Well when they fight they should go home and don't. That's how wars start. They get too excited. They should be more calm.

If I was Elaine I would go over to Gladices one day and go over to Barbaras an other day. And if that did not work, I would call each one up and talk it over.

Well if I was in Elaines place I would call both Gladys and Barbara up and have a meeting and figure some way they can play together without fighting.

I think they should play work-up and the potatoes to be first. And if the other person is up don't get mad.

I think they ought to flip a coin or draw straws, or Elaine could play with one girl one day and another the next day.

If I were Elaine I would let them take turns. Let the first one there start the game then if each one didn't get a turn to be first let them start the next day.

I would try to get the Mothers together.

I think they should shake when they get in a fight.

I don't think I would play like that but if that's the way they want to play, O.K.

I didn't like the games they played. I would have played soft ball or checkers.

If I were these girls I would play more quiet games but I like quiet games and maybe they like other games.

I think Barbara should call up Gladys and play with her because Gladys doesn't have anyone to play with but a boy.

If Barbara didn't want to play with Gladys she would have to go home.

The characters themselves state their conclusions:

I think we could play all together and not argue. I think if I was playing with Barbara and Gladys didn't like her, I think she still wouldn't have to play with her. And I think we could all play something really fun and we could go to school together and have a lot of fun together.

We should take turns playing at each other houses. We should have more and better games to play. We shouldn't play the same games like Elaine and I do, we either roller skate or ride my bike. We shouldn't argue, either.

Having seen the role playing and heard the suggestions of their classmates, one of the three participants asked for an opportunity to show the class how the trio might get along together. The teacher's log reads:

Our plans called for Barbara, Elaine and Gladys to show the way they felt they could play together better. They had watched three disinterested children play it out yesterday and Barbara had asked for them to have a chance to show the class how they would really play, showing how they felt they should play.

The three girls then put on a demonstration of how they could play amicably together. The opportunity to "see themselves as others see them," the suggestions of their group, and the effort to get along well together afforded by the opportunity to play the role of themselves as good friends were sufficient to effect a change in their interpersonal relations. It is difficult to know which factor or factors had the most influence. Perhaps it was the combination of factors that was important. Whatever it was, the experience inspired the three girls to prove they could get along together, and they did. Not only was the difficulty among the three resolved, but further, the group, no longer in a position to "take sides," regained its unity and integration.

Patricia took her responsibilities as secretary very seriously, as, for that matter, did all the group members. The committee was charged by the group with determining how group members could learn to play together on the playground with greater amity and satisfaction for all. Between the lines of the following report are careful thought and grave consideration of a problem of moment to the ten-year-olds, a problem which they are attacking with group reason. This is Patricia's report for the committee:

OUR PLANS

We talked about how can we play better.

1. Don't argue—Joann
(a) You waste your time arguing about rules when you don't know them yourself.—Peggy.
2. Learn to play for enjoyment and exercise don't worry too much about the way others play.—Joyce.
3. Appoint captains and assistant captains to help get you started.—Richard.
4. Learn to be a good sport when you win or lose.—Fred.
5. Cooperate with other rooms to help solve our problems.—Gary.
6. Be sure to choose a captain that knows the rules.

And Miss Roberts (the teacher) asked Janet (the chairman) if we knew how we could get started and Janet told how can we play better on the playground. We went out to play and had a nice time. We discussed it after we came in.

Choose a Good Leader

"Choose a good leader. Don't just choose the person you like best." This is Patsy's recommendation. She and her nine- and ten-year-old group mates have learned the responsibility of the group for wise delegation of leadership.

In our modern society, the area of decision is moving, whether we like it or not, from the individual to representatives of individuals—chairmen, dele-

gates, congressmen, governors, presidents, of clubs, of governments, of United Nations. The implication for school experience is clear. We are charged to help people learn to assess their leaders, choose those who meet their standards, and measure the qualities of those to whom they entrust their individual convictions.

In the light of what we know about how people learn, we know the best means to teaching skills is through direct experience coupled with thoughtful evaluation of the experience. This is as true of social skills as it is for the three R's. To help youngsters learn to delegate leadership, there must be experiences for delegation and evaluation.

Patsy and her group mates had many experiences in delegating leadership, but the group felt that the position of gravest responsibility was that held by the planning leader, one of the group chosen to chair the group planning of the daily and weekly program. As the person who led them in discussion of group destiny for a week—a long time to a ten-year-old—these leaders and their procedures were evaluated with grave concern for those aspects felt to be of major importance to good group living. Thus the aspects of leadership they chose to mention in their evaluations become a rough index to the dimensions of group interaction recognized by the group members.

Our Leaders Should—

—provide spread of participation

The aspect of leadership receiving by far the greatest frequency of mention was that having to do with spread of participation.

"Frances gives everybody a chance."

"She sees that everyone gets to give ideas!"

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"John took all the hands." (Called on all who volunteered.)

"He got around to everyone."

"I think Janet should be a planning leader again because she called on not her friends. She calls on others. She calls on everybody."

Sometimes the evaluation was quite personal:

"She was a good planning leader to me. She called on me and other children."

When the leader did not provide for spread of participation, group members were quick to note it:

"He just took his friends hands." (He called on his friends only.)

"Joan is good in leading but plays favorites sometimes."

—represent the group

Group members were quite conscious of the role of the leader as group representative, leading the *group* toward decision:

"She wrote the plans up the way they came out from us."

"Richard wanted what we wanted to do."

"She gave her suggestions but she took are's (ours)."

"He asks if we should and if the class says yes, then we do."

"He didn't write down what he wanted. He wrote down what we wanted. He always wanted what we wanted."

"He pland the things like we wanted him to."

Sometimes special techniques helped convey the idea of representation:

"I like the way she asked us if it would be allright to do things."

"He said have you got any suggestions and we give him some suggestions and we have something to plan with."

"After she was done she would ask is that allright with you."

"Gary didn't argue with us."

The leader who was too dominating was quickly spotted.

"I think Norma is a good leader some times but sometimes she is to bossie."

"I liked everything Joan done except the way she told the kids to shut up."

—have skills

A discerning group will recognize and demand skills of leadership:

"She did things right and knew what she was doing."

"Janet was the best leader we ever had. She didn't have to be told what to do."

"She knew how to get started and got things done."

"She made good reasons for what she done."

"He got straight to the point and didn't act silly."

"He did a nice job and he asked questions well."

"She kept the planning going."

"She handed (handled) things nicely."

"She cept on the beem (kept on the beam) and stuck to the subject."

"He never talked all the time like some leaders. He let us talk."

"If some one would say something she would ask why so we'd all know."

"I thought Joan was a good thinker."

"She got down to facts."

"Some were silly but she didn't blow up. She is as good as any leader could be."

"She knew when to stop."

—learn as they lead

We were interested to find that boys and girls could be quite sympathetic if they felt the leader was trying and was making improvement:

"He tried very hard."

"Frances is improving."

"I thought she got some good experience out of it and she learned to stand on her own two feet."

"At first she wasn't so good but now she is just about perfect."

"She learned a lot I think."

"I liked the way he improved while he was leader."

"He was good after he got onto it."

—be understood

In this group, the leader was responsible for writing the plans on the board, so matters of penmanship and spelling, as well as speech were of importance:

"Sometimes she would write uphill and down-hill and she would write so light that you can't hardly see the letters."

"I thought John was a good planning leader, all but his spelling."

"He could write so we could read it."

"He needed to write strater and not go down hill."

"She talked so soft nobody could hear her. She never talked loud enof."

"She talks so everyone can hear her and she could talk awfully loud."

—be free of personal mannerisms

Even small matters of personal habit come under the scrutiny of the group:

"She was bashful and couldn't stand steal."

"Norma is polite in everything."

"She didn't act silly."

"She didn't show off and was very good in front of the room."

—create a friendly atmosphere

General liking and personal warmth are important in a leader:

"She was nice to us and she never fot with us and we all liked her."

"I have enjoyed him very much and I think the other kids liked him very much."

"Peggy was nice to us so we had to be nice to her."

Sometimes personal feelings color the evaluation:

"I liked Patricia as a planning leader because she is my girl."

—overcome obstacles

The group is tolerant of difficulties and makes allowances when they are felt to be due:

"She's good for only a 4A." (Younger than most group members.)

"Gary is a good leader, even if he is a boy."

"Mostly she talks soft so when she was leader she didn't talk loud enuf but we understand."

"She can't write good so she had a scekctary but all but that she was good."

—achieve results

Young pragmatists evaluated their leaders in terms of results achieved:

"She got things done."

"We done what we wanted and learned what we wanted when Gary was leader."

"When she was leader things went right."

—meet general standards

Sometimes group members found it difficult to point to specifics, but felt strongly about general impressions.

"I thought Marilyn was the worst planning leader we ever had and will ever have and I hope we never have one like her."

"Norma handled planning as good as any child could."

"Patsy was a very good leader, and I don't think we will ever have a better one."

When Problems Are Real

A study of group living presents many opportunities for developing skills in problem solving. How to make friends, how to meet playground difficulties, how to evaluate leaders—such problems are real and meaningful to boys and girls. Learning to solve such problems develops skills important to present adjustment and happiness and, further, contributes to long range objectives such as those of family living and vocational competence. Learning to live in ones group is a means to community, national, and world citizenship. With so much at stake, from personal adjustment to world cooperation, we *dare* not overlook the problems of group living, nor neglect the teaching of skills for solving them through group interaction.

THREE IS NO SUCH THING AS COMPLETE "SECURITY" IN THIS WORLD. In his early developmental years it is important to give the child a feeling of security but as he grows older he must be taught, not the mistaken notion that he is secure but, how to live in an insecure world.—E. ARTHUR WHITNEY.

How Large Should A Class Be?

Piece-meal attack upon the problems lurking in the school situation today will not solve them. Class size is one of these problems which Inga Helseth, professor of education, College of William and Mary, puts in its proper perspective by pointing out its relationship to many other problems. "Unless democracy itself is a mistake," the kind of thinking and acting together she describes will increase the opportunities for wholesome, personal development of children.

FOR CERTAIN ENDS, CLASSES COULD
be almost any large size. That seems a foolish idea but on second thought, is it not obviously true?

Suppose that the task is the conventional one of the pupils studying for a common number of minutes a given set of words and reciting them by writing them. The class could be immense. Were the teacher given a large hall and a microphone, the class might in time rival the thousands of the monitatorial system! Given pencils with peculiarly-colored leads and varied devices for exchanging papers, the able manager could also train the pupils to check the papers in short order.

Suppose that the class assignment is merely "to take a look at some movie," an abuse of one visual aid now quite common. This, too, could be handled with a mass of pupils.

With organization, so could the kind of physical education one frequently observes—certain set exercises loosely executed by all alike.

Surely beside every seat in the large hall could soon be installed a mechanical device by which each child could punch his responses to factual questions concerning the material just read in history, geography, and science. A microphone and a great illuminated announcement board could give necessary directions.

There would seem to be little need to worry now over the increasing size of classes with such a gorgeous, mechanical future just in the offing. Such speculation is sense if successive, small, formal exercises contribute a desirable program of education for the children of our country. Is this the direction in which democracy will move? Is this the process that will develop the thinking and feeling that democracy calls worthy living?

"Such schooling is absurdly impossible," says someone. But think a moment! Is it likely that the same sort of exercises administered in the traditional way to twenty children at a time will constitute a much more desirable education? Or is it even likely that it will continue to be administered to a small group? And think again! What beyond such exercises are a large number of our children receiving in school today?

Clearly, mere reduction in size of classes is no program worthy of battling to achieve. Nor will the public desire to pay for small classes as long as, with the approval of school administrations, many schoolkeepers manage large classes in businesslike, quiet, mass, mechanical work.

If mere reduction is not the desirable program, do school experiences point to

something more worthy? Is there valid relationship between size and purpose? Or between size and purpose and conditions to be faced? For example, is progress made when there is reduction in the numbers of children assigned to a teacher who is ready to study child growth seriously and to experiment strenuously with how to be helpful to a child in his problems of development?

When a Teacher Must Act Alone

Generally a very small class is necessary during the first year that a teacher attempts that type of program. Especially is this true if children and parents have always known only surface routine in the homes and the school.

Most particularly the class needs to be small if the community has many disturbed marriages or broken marriages or a great percentage of mothers away from the home long hours, whether for work or recreation. There is, in such settings, need to allow time per child for the teacher to gather and interpret data about the child's reactions in varied times and places, to hold conferences with the adults concerned, to try out different approaches with the child, to try new media and new activities to awake understanding, to find with him new forms of expression, to foster the incipient interests, to release the child from fears and the bondages of misconceptions, and to lead him gently into varied relationships with different peers and adults.

Indeed, yes, the class must be small, for it takes much time at first for the counselor to help little, confused, aggressive and retiring strangers living in a disrupted home atmosphere.

But when the process is working successfully with the few, the teacher can add children for the next year. The

factors in a situation that can be modified to permit increase in size of class without hindering the kind of work begun can be a problem for investigation on a practical basis.

The teacher who finds herself working alone in a faculty where the others are unconcerned for the growth of the individual child must continue to have a small class. If she can "go up with her class," she can add members. Many of her problems and the children's can be met only by finding ways of living worthily in spite of unnecessary nagging, thwarting conditions. They cannot be met partially by altering conditions as is the normal approach when a faculty and a community are on the job.

The keen teacher at length realizes this. To arouse the faculty to see and act, then, becomes her paramount concern. This she must do or leave the school or dry rot. Often she leaves the profession.

When a Faculty Acts Together

Such considerations dictate a more comprehensive approach to the problems about class size than thinking about one teacher alone. A whole faculty does occasionally act together in undertaking to study the children of the community and in seeking means for meeting the needs discovered. The membership on the faculty may continue stable while they study and experiment together.

Usually such a staff comes into being only where there is a principal who is adept at welding the teachers into a functioning unit, able to plan and act together to a common end. Generally the staff gains power rapidly only if there is also an expert supervisor, educated as a resource person. Particularly

is this true if the teachers have little scientific knowledge of the process of human development. Indeed for a swift beginning one must assume also a superintendent not only capable of recognizing a teacher who is ready for experiences in guidance but who is efficient in getting only such persons hired for the new school personnel.

A faculty so selected and so organized can secure small classes because the leaders are alert to the task ahead. They really mean to do a genuine job in developing persons. Over the years such a faculty will come to know well the families of the area they serve. The staff can give speedy help to a child, for all contribute data quickly, pertinently, and regularly about the youngsters that they together are guiding into maturity. There is knowledge about the new entries from resident families.

Few new types of problems arise after five years of cooperative faculty study of children. Moreover, the faculty from its experiences together grows strong in providing better conditions for a troubled child. The teachers incapable of growth drop out of such a lively staff. As the members increase in understanding and in power over techniques, larger classes can be handled successfully.

Moreover, other changes go parallel with a faculty becoming thus studious, active, and continuing. A faculty, which integrates itself through providing good conditions and wise guidance for each child in his particular efforts to make his life, of necessity builds close working relationships with the parents of the children. Developing a person is a twenty-four hour job, twelve months in the year; it can not be

handled five hours a day for nine months.

Parents become genuine fellow students on the problems instead of grand worriers.

Parents and teachers studiously plan and constructively act together for ends in a given child instead of giving the customary loyal support to each other's decisions for preserving the status quo in the home and the school.

Parents may even begin to study how a person is given balance or is misshapen in the family life during the first six years when personality takes on its basic form. (Should this happen widely, imagine how many children one teacher could handle!)

Lay adults soon become factors in organizing the immediate residence area to provide suitable conditions for wholesome growth of children.

Readinesses increase in children. Fewer contradictory demands on children diminish their problems. Guidance features more preventative and fewer remedial efforts. Larger classes can be handled by the teachers, when this is a true picture of a community.

When Others Are Called In To Help

Naturally a faculty actually beginning to work together daily in helping particular youngsters to solve specific problems in growing up wholesomely is soon arousing officials and public to provide expert help on call for the teachers and parents. For example, there is immediate need for services from resource persons in many fields—art, music, construction, buying, selling, health, gardening, raising animals, using machinery, writing poetry, cooking, dramatics, and sewing. Even more essential are the services of a psychiatrist or better, regular services from a

mental hygiene clinic or a guidance center.

Yet all such help might mean that the teacher could handle fewer children at first while she was learning to make connections between resource personnel and child and parents. But the payoff comes when the teacher has mastered the new techniques of counseling in place of the old techniques of assigning, recitations, marking, and promoting.

The Children Change, Too

It is clear to anyone who has tried it that when the teacher is actually facing with children their problems in living the whole relationship between the children alters. The children achieve responsibility for their own actions and they develop thoughtfulness for each other. They are critical of means and outcomes. They are self-directive. They are creative.

Thus the teacher is helped by the very process she is fostering in the children to grow away from the conventional pattern of a director of outward movements. She becomes the counselor for planning youngsters who are seeing clearly and carrying through effectively well-chosen undertakings by using spontaneously any help they can find.

When all the children and all the teachers in a school are thus developing together, whole sections of the teacher's time become available for leisurely living (!) or for the guidance of more children.

Furthermore, when teachers work together over growth processes, children become established in socially acceptable ways of working and in wholesome attitudes. Instead of being driven each year into new avoidances and new forms of aggressiveness while responding outwardly in prescribed ways to

new sorts of minute directions, they develop initiative and self-reliance.

With established attitudes and habits concerning self and others, the children readily manage their schoolrooms for a day at a time without the teacher present. Regularly they work for hours without noticing whether a teacher is in the room or not. Certainly only on rare occasions, when strong new factors enter into the situation, must the teacher act either as director or policeman. Thus is the teacher free for service to many youngsters in different spots about the school plant.

When Space, Tools, and Materials Are Right

To be sure, teachers serious enough to set in motion such a series of changes in human relationships as here described, early do much about the inadequacy in materials, tools, and space common in our schools. They get material means to flowing. They acquire more books; they gain stocks of tools; they amass manipulative materials; they make materials for self practice in skills. All this permits increase in size of class as soon as children have learned to use and care for these helps.

The amount of space available also has a great deal to do with the number of children to which a teacher can give adequate guidance. In addition to big, central classrooms, give the children use in common of a workroom, an art room, a shop, a little theatre, a science laboratory, a library, a cafeteria, a playroom, a garden, a pool, a bit of woodland, a ball court and there is no telling how many children each teacher will be guiding.

We have never given the average, modern teacher a home for her adopted family. Only crouching space in an

over-crowded building has been her portion. No wonder that her youngsters snarl and her voice rises shrill while inwardly she gives devout thanks for a few absentees. How many children could a teacher counsel were the children and she living graciously in all the variety of doings that we know belongs to fine group living? Expensive? To be sure. On what more precious possessions than our children do we propose to spend our wealth?

Shall Teachers Face These Problems?

Do the children need smaller classes? Do they need individual guidance in the complexities that beset them?

Natural productive and constructive activities have moved out of the homes. Family life, as distinct from the same individuals returning to a home at night for shelter and supplies, is rare in many localities. Children generally are exposed to the problems and the heavy emotions which adults now share regularly with them through movies, radio, picture magazines, public demonstrations, open family quarrels, public sex play, and loose, crude talk.

Mental hygienists do not hesitate to tell teachers that the traditional homes

and schools of this generation with their emotionalized discipline and their abstract academic drives enforced on all the children of all the people are maneuvering ten to twenty per cent of the children of the nation toward asylums and penal institutions. Are school teachers to face these problems or to ignore them?

How large is the class to be? Even a little thinking makes it clear that piecemeal attacks will not solve the problems lurking in the school situation which today is driving thousands of teachers out of the profession. Each item is imbedded in a fabric of interrelationships.

Before the optimum size of a class can be determined locally, there must come into being in that community a stable faculty functioning as a unit in studying deeply with the individual child and acting boldly on the findings. Such a group is worthy of small classes for its beginnings. The first attempts may be worthless, but unless democracy itself is a mistake, the thinking and acting together persistently will in time increase the opportunities for wholesome, personal development of children.

Goodby, Mother

FIRST DAYS IN FIRST GRADE! UNFORGETTABLE, CHALLENGING, FULL of problems to be solved, joys to be shared. The children troop in with eager anticipation. They face the teacher with happy expectancy. She notes their distinguishing features—the shy smile, the dancing eye, the upturned face, the skipping feet, the lilting voice and, alas, sometimes the swinging fist. She knows that soon these many individualists will be busy at the interesting work materials the school provides—paints, crayons, hammers, saws, nails, puzzles, picture books. She knows that soon this squirming mass will learn to work together harmoniously, to play together enthusiastically, to plan together purposefully and, most important of all, to live together joyously, for this is what we mean by education.—EVELYN BICE, *Fremont School, Battle Creek, Michigan.*

From Dependence to Independence —the Role of Parent-Child-Teacher Relationships

Growth from dependence to independence is generally accepted as desirable in citizens of a democracy. How the relationships of parents and teachers to the child may promote or retard his growth is discussed by Mabel Bridwell, child welfare worker, Jackson County, Kansas City.

A FOUR-YEAR-OLD BOARDED THE street car with his mother and preceded her to the rear. He walked confidently but turned occasionally to be certain that his mother followed him.

Not far behind, the anxious mother snapped her fingers and commanded "Come here!" At the same time she moved steadily toward the rear of the car, extending one palm before her as if to push the child to their destination.

Dependence and a striving for independence on the part of the child. A "holding-on" and a "letting-go" on the part of the parent. This glimpse into the relationship between a mother and her four-year-old son gives rise to speculation. When the boy enters school will he be more or less dependent on his mother? Will the mother need to hold him more or less? What will he mean to her by then?

The school is the first experience in which the child really learns to adjust himself to group demands. In this he must develop adequacy.

The teacher-child relationship must also be considered. Frequently the teacher sees the child in terms of his achievements or his contributions to others. To her he is one of thirty-five or forty children.

On the other hand, the mother who is bound to him emotionally sees the

child as "her child" rather than as a member of the group. Thus mother and teacher may see the same child in such diverse ways that he really becomes two different children. On this basis neither adult can fully understand the other or her viewpoint. It is this relationship of the mother and the teacher to the same yet different child which we shall consider here.

The Roles of Family and Teacher

Much has been written about the importance of parents and teachers getting together to further their mutual understanding of the child. No one disputes its value yet few delve into the relationships involved. Ways for parents and teachers to meet are described, topics of conversation are listed, and activities are outlined. But the fundamental meanings that individuals have for one another have seldom been explored.

The respective roles of family and teacher as they pertain to the child have been emphasized by several authors. Sidonie Gruenberg says:

The parent must take for granted—without resentment—the fact that Johnny's teacher is not emotionally concerned with his problems and difficulties; but, so must the teacher also recognize and accept the fact that the parent

is emotionally tied up with the child, sometimes beyond the possibility of objective seeing.¹

The results show not only in fundamental differences in viewpoint about the child but also in the demands made upon him and what is expected of him. Clarification and appreciation of these differences are essential. The school sees the child as he is today—a person to be educated on this particular date. Parents of necessity see their children in a process of continuous growth. The teacher is faced with the immediate situation while the parent must take the long view. Present trends in education indicate that more and more teachers and parents are working cooperatively on both the immediate and long time planning for children's growth.

Certain values in family life cannot be provided by the school, nor should the school try to provide substitutes for them. James Plant points out, for example, that the school cannot take the place of the home in providing for basic security or for experiences in protective competition.² This fundamental proposition is emphasized by John Walecka:

The teacher must accept the fact that a particular child is the center of the mother's concern, without resenting the mother's excessive eagerness or her disregard of the interests of all the other children. It is the nature of parents to be emotionally involved in situations in which their children are concerned, and it is the nature of the good teacher to bring to the teaching task a degree of objectivity that makes for balance and perspective. Precisely because the two are different, parents and teachers can make their educational contributions in distinct yet complementary ways, but the difference

¹ "What the Modern Parent Expects of the School." *Parent Education*. Fourth Yearbook of the National Congress of Parents and Teachers. Chicago, Illinois: the Congress, 1934. Page 39.

² *Personality and the Cultural Pattern*. New York: The Commonwealth Fund, 1937. Chapter 11, page 285.

makes it essential that each be aware of the problems and functions of the other.³

Not only must parents and teachers be aware of each other's problems but they need insight into their own motives. It is with both these attributes in mind—understanding the other person and insight with respect to one's self—that the idea of the child as the parent sees him and the child as the teacher sees him will be pursued.

What Do the Parents See?

Who is this Johnny about whom the mother comes to see the teacher? Why are mother and teacher discussing the same yet two different children? Examination of some of the possible "Johnnies" they see leads into the field of emotional relationships.

When mother says, "He's my Johnny," what associations and connotations come to her mind? What long forgotten experiences bind him to her in ways the teacher can never really understand? In the mother's mind he is the baby he was and the young man he will be. He may be "the image of his father" whom she loves or he may resemble the brother whom she dislikes.

Johnny's mother may see the child as someone she can dominate. When the child is very young the parent's authority is unquestioned. The parent may desire to maintain that *status quo* indefinitely. When problems arise, the authority relationships becloud the issue. Selma Maximon extends this feeling of the parent regarding authority to the school situation:

It is true that parents often unconsciously resent the ascendent influence of the teachers over the children and regard this influence as a

³ "Improving Pupil-Teacher and Parent-Teacher Relationships." *Elementary School Journal*, September 1942, 43:23-28. Page 26.

threat to their authority. They frequently become defensive at the faintest indication of criticism of the upbringing of their children. Some parents feel that the fact of parenthood is in itself a sign of omniscience, as when one mother said to another after an interview with her daughter's teacher, "She's not going to tell me how to bring up my child. I hope I know what is good for her."⁴

Then there is the parent who sees the child partially as an extension of his (or her) own personality. Because it is human and natural to feel one's self important, such a parent may have difficulty in accepting the fact that his child is only one of a group in a schoolroom. The result may be a tendency to judge the success of the teacher entirely on the basis of the child's success and happiness.⁵ The parent may not be able to see his modern child in a modern school because of the image of the boy he was and the identification of his son with himself.

Ella's Polish mother, Mrs. E., thought being pretty and looking nice were the only important things. Hadn't she herself been pretty and hadn't she herself achieved husband, home, and family? Why need Ella study as the teacher's notes requested? No notes had come before, neither in Ella's former school nor in Mrs. E.'s own school days. Ella continued just to look pretty. By calling several times in the home the teacher finally convinced Mrs. E. of the necessity of Ella's developing skills in school work. Upon understanding that the teacher was genuinely interested, Mrs. E. accepted her ideas and with this changed viewpoint influenced Ella to apply herself to her studies.⁶

A parent may be using the child to satisfy his own thwarted ambition. The man who did not go to college insists on this experience for his son regardless

of the son's ability or interest. Thus parents sometimes bend their children to their own needs, urging them to live and accomplish as they would like to have lived and accomplished.

The child may be a target for a different kind of identification. He may be the "image of his father" and all the feelings toward Johnny will be colored by the feelings the mother has for the father, or for whichever relative he happens to resemble.

The over-protective parent is a common occurrence. Mrs. Gruenberg tells of a mother who asked the teacher to "promise to hold Johnny's hand all the way. He's likely to become wild" when she learned that her seven-year-old's class was going on its first trip into the community.⁷

The causes for over-protection are manifold but usually the mother is seeing in her child an individual whom she cannot allow to grow up. She is too interested in him. He is her whole life.

Over-protection is also illustrated in the mother who enjoys her child as an infant to the extent that she cannot see him in any other role. She must constantly remind him to wear rubbers, warm clothing, and so on. He is her "baby" and will never attain the stature of maturity in her eyes.

In many instances, the child is a threat to the parent's own individuality. Ernest Osborne cites the example of a mother who did everything she could to keep her daughter young as long as possible because she was trying to keep her own youthful appearance.⁸ A mature daughter would be a threat to her own need to be very young.

⁴"Can Parents and Teachers Get Together?" *Parents Magazine*, October 1940, 15:16-17. Page 16.

⁵"Establishing Rapport With the Home." By Herbert R. Stoltz. *Journal of the National Education Association*, January 1939, 28:19.

⁶Unless otherwise noted all illustrations have been supplied by Mary Burke, principal, Kansas City, Missouri, public schools.

⁷We, the Parents. By Sidonie M. Gruenberg. New York: Harper and Brothers, 1939. Chapter 10, page 235.
⁸"Parents Grow, Too." *Parents' Magazine*, June 1945, 20:31.

The parent's individuality also may have been operating in the case of the immigrant father who very much represented the school trying to improve the poor grammar the son had learned from him. The boy was advancing beyond the father's ability which was hard for the man to accept.

Parents may find themselves uncomfortable in seeing their child grow up. They feel a rivalry toward this new, maturing individual. To some parents the child is an unwanted burden. He was unwelcome upon arrival and has remained so. The parent is indifferent toward him and any attention he must have is just so much trouble. The following example well illustrates this:

Carl was nine years younger than his brother. His coming had interfered with his mother's musical career. Clearly he was unwanted and unloved. To be certain that he would cause no trouble he had been trained from very early life to sit quietly in the room while his mother practiced the piano for hours. He had no real companionship—with either adults or children.

After two years at school he was still at a loss to know how to behave except that he was a model of disciplined, retiring docility. Group activities were strange to him and he did not know how to participate. His third grade teacher, understanding the home life which surrounded the boy, skillfully encouraged and guided him into self-expression through the use of paints and clay. Gradually she gave him opportunities in the group in which he could feel successful.

Near the end of the year Carl's response to this warmth and interest of the teacher was evident. Real progress, however, depends upon whether or not he has more teachers like his third grade teacher—those who can give him a little of what is lacking in the home.

Many parents are overly concerned about their child. He must be successful by parental standards. Lying, stealing, temper tantrums, lack of concentration or poor grades may transcend

all else. Their child becomes an anomaly which has existed in no other place.

Then there is the over-indulgent parent who sees the child mainly as a recipient of the bounty he has to give. He has no idea of the unnatural dependence and the crippling in growth he can cause in his child.

These and many more may be the "Johnnies" the parents see. The teacher should be aware of these possibilities as she strives to rip the blindfold from her eyes so that she can view the child as he is to the parent. With this understanding she can better help either the child or the parent, as the case may be.

What Do the Teachers See?

But what of the teacher? Who is the Johnny whose arithmetic or behavior shortcomings she wishes to discuss with the mother? Just as parents are people with their own troubles, so are teachers.

Much has been said of the desirability of objectivity on the part of the teacher and the fact that she can more nearly attain it than can the parent who is emotionally tied to the child. Louis Meredith emphasizes that teachers probably cannot attain an entirely objective viewpoint because as children they were conditioned with fears, insecurity, and possible or actual failure.⁹ In other words, teachers are human and have personal problems which greatly affect the teacher-pupil relationship.

In the pupil the teacher may see the embodiment of the child she would want as her own. The unmarried teacher may use her professional status to cloak her deeper feelings of jealousy of the mother's home and children.¹⁰

⁹ "Teachers' Personalities and the Problems of Children." *Journal of Educational Sociology*, February 1934, 7:387-96. Page 389.

¹⁰ "Help Your Child Succeed at School." By J. R. Alderman. *Parents' Magazine*, September 1943, 18:19.

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The teacher may see the child as someone she "cannot stand."¹¹ This feeling can arise on the merits of the child's own behavior but more than likely she identifies him with some formerly disliked person. Her reaction may be quite emotional and the child whose behavior offends may receive an undue amount of punishment. On the other hand, she may find it difficult to work with the disliked child:

In college Miss C. had developed an intense dislike for an adviser whose constant smile she felt was deceitful. Later in her seventh grade Miss C. had a girl whose coloring and smile were much like that of the former adviser. Her immediate dislike for the child was based on the resemblance rather than on any other factor in the immediate situation. It was extremely difficult for her to work with the child and the girl responded with difficulty in learning. There was no rapport between the two.

If the teacher has not solved her own problems or at least does not understand them, she may see in the child her own unhappy childhood and relive her difficulties through him.¹²

The teacher may fail to judge the child on his own merits but may see in him the "reincarnation" of his older sibling who has been in her room before him. Odious comparisons, criticisms, and even ridicule may make the young child's life one of misery.

"Mothering" on the part of the teacher is not infrequent. James Plant points out that teachers may try to be a "second mother" for several reasons.¹³ First, it may be a diplomatic move since some taxpayers desire a continuation of the family pattern in the school. Sec-

ond, there may be a lack of realization on the part of the teacher that the school is set up to supplement the family pattern rather than to duplicate it. Third, the teacher may be attempting to secure self-satisfaction through a dependence relationship.

Miss W. was never aware that Jack, age fourteen, had become very dependent upon her. Her fellow teachers noticed that he rarely did anything without asking her. They saw that his behavior was kittenish and immature when she was around. Miss W. prided herself on her success, since former teachers had had trouble with Jack. It was obvious to others that she attained much satisfaction through his dependence upon her.

Jack was not the only one. Often in Miss W.'s classes a child would fill her need to have someone clinging to her. She fostered this need of her own rather than guided the children toward maturity and self-reliance.

Teachers as well as parents may thus use the child in resolving their own emotional conflicts. The child becomes an asset or hindrance in attaining goals sought by the adult.

Many other possible relationship combinations exist but some of the key ones have been touched upon here. Where among them would the four-year-old fit—the little boy who with his mother boarded the street car? When his teacher and mother meet, what will he mean to each of them? Who will he be as they discuss his shortcomings and his successes?

To the degree in which his parents and his teachers see him as the person he really is, to that extent will they be able to guide his developmental possibilities as a sharing, participating individual in the society to which he belongs.

¹¹ Meredith, *op. cit.*, p. 389.

¹² Meredith, *op. cit.*, p. 392.

¹³ Plant, *op. cit.*, p. 284.

UNESCO Begins a Second Year . . .

By WINIFRED E. BAIN

EARLY ON THE MORNING OF NOVEMBER tenth I took off by plane for Mexico City to attend the second session of the general conference of the United Nations Educational, Scientific and Cultural Organization. As an observer representing the Association for Childhood Education International, I had a deep feeling of responsibility to our forty-five thousand members in fifty-three countries. I thought of the UNESCO committees in A.C.E. branches, sharing with them an enthusiasm for the purpose for which this specialized agency of the United Nations was created: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

The conference had been in session almost a week when I arrived. The report of the director general had been presented and discussed. On reading the report I was reminded that UNESCO is only one year old and agreed with the director that in view of the fact that "no similar organization had ever previously existed. . . . I am frankly astonished at the progress UNESCO has made in that time."

In the two weeks I attended the conference the program for 1948 was under consideration. Delegations from member nations convening in the flag-decked auditorium of the new and very modern normal school were tense in their apparent desire to reach exact and clear understanding of the character and implications of each project under consideration: educational reconstruction, fundamental education, exchange of persons, channels for ideas, interchange between cultures, education for international understanding.

Many native tongues were represented there. Three official languages were spoken: English, French, and Spanish. Despite the fact that expert linguists gave translations simultaneously through a transmitting system providing the listener with his preference of these three languages, it is not surprising that discussions were laborious and agreements difficult to reach.

Of particular significance to us in childhood education is the action taken approving UNESCO seminars, each to be held in a different region with all member nations invited to participate in all seminars. It was estimated that not more

than four could be arranged, possibly only three. Included in the four designated is one in our special field of interest—the education of pre-adolescent children. Other areas include the education of teachers, education through youth-serving agencies, education about the United Nations and its specialized agencies.

The purpose of these seminars is to bring about international understanding by providing opportunity for participants from member nations to work together on problems of education having common bases in all countries but different manifestations in different nations and cultures. The time, place, and personnel of these meetings are yet to be determined.

It is good news that UNESCO is to sponsor this seminar on childhood education. This is as it should be, for UNESCO represents a glorious hope—the advancement of "peace . . . founded . . . upon the intellectual and moral solidarity of mankind."

If this hope is realized every teacher must be mobilized to its support. But we must not feel that everything which is done to foster this hope must be done through the organization and machinery of UNESCO. Nor can we afford to be discouraged if this young organization is slow in recognizing us or our particular consuming interest.

We who are concerned with children have not waited for this sign to advance their education and welfare by every possible means, both in the United States and abroad. We have not waited favorable action by UNESCO before concerning ourselves with its total program whether related to our own field or to some other widely different field.

WE SHALL OFTEN DEPLORE THE PONDEROUS methods and the mistakes caused by the inevitable awkwardness of governments working together in a new way. UNESCO has an amazing prestige. It is the prestige of a great idea. It is not yet the prestige of achievement. It is for us to contribute whatever we have done or can do toward advancement of the ideal for which UNESCO has been created and, if possible, to further its organization and program.



The Association for Childhood Education (International)

invites you to attend

The 1948 A.C.E. Study Conference

at St. Louis, Missouri

April 19-23, 1948

Conference theme:

"Democratic Education—The Hope of the World"

Place

Headquarters, the Jefferson Hotel.

General sessions in Jefferson Hotel and Third Baptist Church.

Study classes, interest groups, and other features in different hotels and various community centers.

Attendance

Open to A.C.E. members and to non-members.

Registration

Registration by mail from January 10 through April 10. Use the form on page two and be sure to enclose your check.

When your registration form and check are received at Washington Headquarters, a receipt, a list of study classes and of schools that may be visited will be sent to you.

You will then check your first, second, and third choices of study classes and schools and return to Washington Headquarters.

On arrival in St. Louis you will present your receipt at conference registration desk at Hotel Jefferson and receive your study class enrollment card, your school visiting ticket, your dinner ticket, and the official program.

Early registration reserves for you a place in the study class and school of your choice.

Important—Those who wait to register at St. Louis cannot be assured of enrollment in a particular study class or school visiting group since they will be kept small and will close when filled. Places will be assigned in the order in which registrations are received in Washington.

Registration will be for the full five-day period. Part-time registration will not be possible. Evening sessions will be open to the public for those who cannot register. For non-registrants there will be a door fee of 50c for morning or afternoon general sessions or interest groups.

This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to register for the conference should use the registration blank on page two. Those wishing hotel accommodations should use the blank on page two, and mail it directly to the Housing Bureau in St. Louis.

CUT AND MAIL TO A.C.E. WASHINGTON, D.C.

REGISTRATION FORM

A.C.E. STUDY CONFERENCE APRIL 19-23, 1948

ST. LOUIS, MISSOURI

To the Association for Childhood Education,
1201 Sixteenth St., N.W., Washington 6, D. C.

I plan to attend the A.C.E. 1948 Study Conference. Enclosed is my check for:

Registration Fee \$15.00
OR
Registration fee for under-graduate students \$2.50

Dinner Excursion, Tuesday, April 20
(food and transportation) \$2.25

TOTAL \$—

Check one item in each group:

Group 1, Membership Status
 Officer (International)
 Life Member (International)
 Committee Member (International)
 Contributing Member
 Branch Delegate
 Branch Member
 Non-Member

Group 2, Professional Status
 Nursery School
 Kindergarten
 Primary
 Intermediate
 Principal
 Supervisor
 Faculty Member
 Undergraduates Student
 Parent
 Community Worker

Name.....

Professional Position.....

Street and Number.....

City and State.....

HOTEL RESERVATION

Hotels and rates are listed below. Use the form at the bottom of this page. Because of the limited number of single rooms available, where possible, request rooms to be occupied by two or more persons.

All reservations must be cleared through the St. Louis Housing Bureau. ALL REQUESTS FOR RESERVATIONS MUST GIVE DEFINITE DATE AND HOUR OF ARRIVAL, DATE AND APPROXIMATE HOUR OF DEPARTURE, NAMES AND ADDRESSES OF ALL PERSONS WHO WILL OCCUPY RESERVATIONS REQUESTED. If hotels of your choice are unable to accept your reservation, the Housing Bureau will make as good a reservation as possible elsewhere.

ALL RESERVATIONS MUST BE RECEIVED NOT LATER THAN MARCH 29, 1948

To the HOUSING BUREAU

919 Syndicate Trust Building, St. Louis 1, Missouri.

Please reserve the following accommodations for the ASSOCIATION FOR CHILDHOOD EDUCATION IN ST. LOUIS, MISSOURI, on APRIL 19-23, 1948:

HOTEL — Mark your choice
(1st, 2d and 3d) opposite
name of Hotel:

AMERICAN
CLARIDGE
DESOTA
JEFFERSON
LEINNOX
MAJESTIC
MARK TWAIN
MAYFAIR
STATLER

CIRCLE YOUR CHOICE OF ACCOMMODATIONS AND RATES

For one person	For two persons		2-Room Suite
	Double Bed	Twin Beds	
\$2.50 - 3.50	\$3.50 - 4.00	\$4.00	\$6.00
3.00 - 4.00	4.00 - 5.50	5.00 - 6.50	10.00 and UP
2.75 - 7.00	4.00 - 7.00	6.00 - 12.00	10.50 - 12.00
3.50 - 6.00	5.00 - 7.00	7.00 - 8.00	14.00 - 22.00
3.25 - 6.50	5.00 - 6.50	6.00 - 8.00	11.00
2.25 - 3.75	3.00 - 4.00	3.00	
3.00 - 3.50	4.50 - 5.00	5.00 - 5.50	
3.25 - 7.00	4.50 - 8.00	6.00 - 8.00	11.00 and UP
3.50 - 6.00	5.25 - 8.00	7.25 - 10.00	16.00 - 19.00

ARRIVING at Hotel (date)

Hour... A.M. ... P.M. Leaving (date)

(To be signed by individual requesting reservations)

Name.....

Street and Number.....

City and State.....

THE NAME OF EACH HOTEL
GUEST MUST BE LISTED.
Please attach names and addresses
of all persons who will occupy
the rooms requested.

Excursion Dinner and St. Louis Night

This event offers opportunity to become acquainted with St. Louis A.C.E. members, other conference members, and with the treasures of the St. Louis Art Museum. It provides a ride through the city and a box dinner in Statuary Hall of the Museum.

To assure your place in the bus and your "dinner box" at the Museum, include payment with your registration fee. Dinner tickets will be placed in your registration envelope which must be picked up before noon on Tuesday, April 20, the day of the dinner.

Study Classes and Studio Activities

To encourage active participation, membership in the 28 study classes, some including studio activities, will be limited. A list of these will be mailed to you with your registration receipt. In order to insure your enrollment in the class of your first, second or third choice, you will need to return the registration form as soon as possible. Early registration will help both you and us. Study classes will be open only to those who register for the entire conference.

School Visiting

A St. Louis committee has listed forty schools that will be open to visitors on Monday, April 19. These will represent different types as—suburban, urban, public, private and schools for exceptional children. A list will be mailed with your registration receipt to be checked and returned.

You will be welcome to visit the school of your choice during the morning and to participate in the discussions that will follow the luncheon hour. These will be guided cooperatively by the principal and a visiting A.C.E. member.

This type of visiting requires a special card giving the location of the school. The St. Louis school visiting committee in turn will need to know how many visitors to expect in each situation.

Consultation Hours

Three one-hour consultation sessions in six areas will be offered on Wednesday, Thursday and Friday. The six areas include school buildings and equipment; audio-visual materials; writing for publication; administrative problems—record keeping and grouping of children; legislation; and church school problems. The purpose of these consultation sessions is to give conference registrants opportunities to obtain individual guidance, information, and evaluation on problems or products in these areas.

Bring your recordings, photographs, films, radio scripts, manuscripts, diagrams, floor plans, diagrams, and report cards with you.

Appointments for consultation may be made at St. Louis on Monday, April 19.

Refunds

Those registering who are unable to attend may receive a refund of the full amount of the registration fee by returning their official receipt to Headquarters in Washington after May 1. Refunds will be mailed early in May.

Refunds on dinner tickets will not be possible since food must be purchased in advance and the total number of reservations given the caterer ten days before the dinner.

TENTATIVE SCHEDULE - 1948 A. C. E. STUDY CONFERENCE

St. Louis, Missouri, April 19-22

Conference Theme: "Democratic Education—The Hope of the World"

Headquarters—Hotel Jefferson

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
• 8:00 Registration	9:00 to 10:15 A.C.E. Branch Forums	College Breakfast 9:00 to 10:15 A.C.E. Branch Forums	9:30 to 11:00 Business Services	9:30 to 12:30 General Session "The Nation's Children —The Problem We Face"
9:30 Guided School Visiting	10:30 to 12:30 Interest Groups— Nursery School Child Kindergarten Child Primary Child Intermediate Child Teacher Education	10:30 to 12:30 Interest Groups— Nursery School Child Kindergarten Child Primary Child Intermediate Child Teacher Education	12:30 A.C.E. Publications Representative Forum	
10:00 Leaders Institutes				
1:10 Discussions with School Faculty and A.C.E. Leader	1:30 to 2:30 State A.C.E. Forum	1:30 to 2:30 State A.C.E. Forum	1:30 to 2:30 Combination Hour	1:30 to 2:30 Combination Hour
3:00 Excursions— Getting Acquainted with the Community	3:00 to 5:10 Study and Studio Classes	3:00 to 5:10 Consultation Hour	3:00 to 5:30 Study and Studio Classes	3:00 to 5:30 "Solving Our Problems in the Community" (Work Group)
3:30 CHILDHOOD EDUCATION Editorial Board		3:00 to 5:10 Study and Studio Classes		
6:30 General Session	7:00 Excursion Dinner St. Louis Art Museum	8:30 General Session "Teachers and Adminis- trators Live Democratic with Children"	8:30 General Session "Working for Peace Through the Democratic Process" Friendly Hour	8:30 General Session "The World's Children —The Problem We Face" Friendly Hour

Note: Evening sessions open to the public.

St. Louis parents are urged to participate in the Leader Group Discussions on

"Childhood Education and World War II,"

and "World War II and the Future of Childhood."

Conference registration desk will be open on the main floor of Hotel Jefferson on Sunday afternoon, April 16, from 2 until 5 p.m.

The Registration Desk will be open daily from 8 a.m. until 5 p.m.

JAN

For the World's Children . . .

By MARTHA M. ELIOT, M.D.

THE UNITED NATIONS INTERNATIONAL Children's Emergency Fund, only an idea a year ago, is today a functioning organization. This winter and spring it will be the means through which help will be brought to between four and five million children in the war-devastated countries of Europe and parts of the Far East. Perhaps sixty million children desperately require the kind of help that is now being given to these few million.

Funds for this work, which to date amount to about \$38,000,000, have come mostly from governments, with the United States having made an initial contribution of \$15,000,000. Far less than was expected has been received from other countries. The worsening economic situation has placed great obstacles in the way of their contributing "hard money" or food-stuffs.

What is possible now, within the Fund's limitations and the augmented need, is only a supplementary feeding—milk for the most part—at a cost to the Children's Fund of three and one-half cents a day per child. Nutritional need determined as far as possible by physicians, not a child's hunger, is the determinant as to which are to be fed.

Yet these children cannot be left without help. I have seen a sufficiently large number to know what is at stake. Last summer as technical consultant for the Children's Fund I visited nine of the European countries now receiving what help is available. What I saw is not as serious as what I might have seen, by all reports, in areas of the Far East.

I visited schools, feeding centers, nurseries, children's homes, hospitals, clinics. I also observed children on the streets and in the churches. Seeing them I came to mistrust my own judgment, to think that perhaps I was holding too high a standard. It was almost impossible for me to judge correctly the age of many of the children. They looked so much younger than they really were. Some, too, were tired-looking, apathetic, listless. The picture was about the same wherever I went—Austria, Bulgaria, Czechoslovakia, Greece, Hungary, Italy, Poland, Yugoslavia.

Later I learned that these children were com-

paratively well-off. In Rumania I saw actual starvation. In a children's center I saw children so emaciated that they could scarcely move; some indeed could not. Others were swollen with the edema of protein hunger or had evidence of other nutritional deficiency. They had been brought in from the famine area where in 1946 the crops had failed. The crops failed in many places last summer.

Common humanity demands that help reach these children now, and that is reason enough. There is still another reason, though, why we must act. In a few years these children will be young men and women to whom nations must look if their plans and ours for recovery are to be carried out. From them must come the farmers, the skilled workers, the engineers, the teachers, the statesmen. How well they will be able to measure up will depend on how much of their losses can be retrieved.

We have this to count on, if we act in time: Youth's remarkable powers of recovery. Get food to them. Get medical care. Bring to them the technical skills and knowledge of men and women trained in the child-health and child-welfare fields.

IN THE CHILDREN'S FUND WE HAVE THE mechanism. What is lacking is the money. In February through the United Nations Appeal for Children people everywhere, in donor and recipient countries, will be asked to contribute. *Give a Day*—a day's wages, a day's labor or its equivalent—is the slogan for the appeal. The money thus raised will be used to extend and carry forward on a much larger scale the work now being initiated by the Children's Fund. In this country the appeal will be conducted as part of the drive for American Overseas Aid.

Much is to be gained besides the benefit to the children. We, too, as men and women have an unprecedented opportunity. For the first time we, as individuals, are being given a chance to act as world citizens. We can make our allegiance to the United Nations a reality in the daily lives of millions of the world's children.

When the Middle Meets the End

Some of the problems that arise when middle-class teachers meet their lower-class pupils are discussed by Mrs. Hughes, curriculum coordinator, Los Angeles County, California. She suggests some ways of attacking these problems, the kinds of teachers who can meet them, and emphasizes that the public schools must be the channels through which pupils may change their status.

THREE ARE FEW TEACHERS IN AMERICAN schools who take offense or are surprised when told that they are middle-class people. They shrug and think, "Why, of course, aren't we all middle class? The middle class makes up America." They are correct in their inference that the dominant cultural values in America are those of the middle class with its belief in thrift, ambition, regard for property, cleanliness, sexual repression, and non-physical aggression.

Permit the social scientist to continue his description of contemporary life in the United States with the statement that we have an upper class with *inherited* position. These are old families who may or may not have wealth. They have long held positions of prominence in social and civic affairs. They are mentors of their own behavior and do not have to follow the rigid dictates of many social conventions. Their associations are with members of their own group and few of their children attend public school. There is never any doubt in the minds of the community as to who belongs to this group.

At this point in the discussion, a few teachers will withdraw and feel that the social scientist has nothing to offer them.

The culture of the lower class is next

described. Here the interest of the teachers is quickened. They may be somewhat shocked or even envious as the social scientist describes the permissiveness of the subculture. Boys and girls are permitted to fight. In fact, it is necessary for them to fight *to gain* status and recognition with their peers and with their family. There are no prohibitions regarding language; there are limited rituals in relation to adults; cleanliness is more or less a matter of chance and not something to be worked at constantly; the young child is permitted to take his time in giving up the bottle and in learning toilet habits; sexual expression is permitted; regimens of all kinds—eating, sleeping hours, where and with whom one plays—are much less rigorous, if they exist at all.

As the members of the lower-class group are likely to possess little property, respect for property is not taught as in middle-class families. In fact, some families encourage stealing or minor pilfering so long as it is not from family and friends. Children become experts in riding the streetcars without paying, in taking fruit from sidewalk stands,

Editor's Note: You will be interested in reading "Learning New Ways of Behaving" by Marie Hughes in the November 1945 issue of CHILDHOOD EDUCATION, pages 125-131. In this earlier article Mrs. Hughes discusses some of the dominant cultural values of the middle class and shows how they cause conflict, misunderstandings, and rejections among teachers and children.

in stealing bread and rolls, and in getting coal from the railroad yards and even from the coal cars. Little money can be saved and the pattern of living is that of satisfying immediate needs. Therefore, thrift and self-denial for a far-away objective are never learned or practiced.

Our social scientist proceeds still further with an analysis of *social mobility*—the movement of a person from the class into which he was born to another class. He tells us what conditions favor it and how the individual must discipline himself in all areas of his life; that his desire and success in movement compel him to alter his relations to his family and former friends. In addition, he must become less sensitive to rebuff from people with whom he desires to associate.

Here the teachers begin to grow resolute and a few become actually hostile. The latter reaction is sure to occur if the lecturer has tucked away among his remarks the statement that many teachers are lower middle class and are or wish to be mobile.

It is not surprising that it takes time for us as teachers to accept these facts regarding life in the United States. Objectivity in human relations is difficult to gain. Then, too, this picture is so different from that which is generally believed to be American. The idea that it takes several generations to move from the bottom of the social ladder to the top or even near the top is contrary to prevailing notions. Movement is only one half-step in a generation.

The idea that movement is becoming more and more difficult is even more disturbing. That is why the public schools must take cognizance of these facts and act on the implications they

have for public education. It is no small problem. Allison Davis estimates that in our large industrial cities seventy per cent of the elementary population comes from lower-class homes and possess lower-class ways of behaving as opposed to the middle-class patterns and values of their teachers.¹

Community Attitudes Are Reflected in the Schools

The bare outline of class cultures has been presented. The physical pattern of American communities must now be considered. One dominant fact is the segmentation in American cities. Because people live in the same city does not mean that the city means the same things to them. There are many communities, sections, and neighborhoods. These "islands" of people are separated one from another. In fact, it is not uncommon to find many members of one community who have never even visited or traversed the territory occupied by others.

The second fact of importance is the feelings one section of the city has for the other. The physical isolation does not prevent the flourishing of feelings toward one another. The dominant pattern of attitude is that of looking up and looking down. The schools within the city are ranked in the same hierachial manner as the residential sections. Any city or town with more than one school at any level—elementary, junior high or senior high—ranks its schools. One of the schools is *the* school. It is considered higher prestige to attend or to teach in that school. Where the city is larger, the middle

¹ "The School's Most Costly Weakness: The Education of National, Racial, and Under-Privileged Groups in California." In *Education for Cultural Unity*. Seventeenth Yearbook, California Elementary School Principals' Association, 1945. P. 51.

schools may vie for position but there is no disagreement as to which schools have the highest and the lowest status.

Closer examination of these schools show that they often possess sizable populations of Negro children and children of Mexican, Italian, Portuguese, and Polish descent. There may be a large number of Jewish children. On the West Coast are found Chinese-Americans, refugees from the Dust Bowl, and the more recent arrivals from Oklahoma, Arkansas, and sections of Texas. Consider the attitudes of the majority community toward these fellow citizens. The Negroes and the Chinese- and Japanese-Americans live under a caste system. They are held by extra legal means into certain sections of the city and are refused service in many of the public places of the city.

To a lesser extent, and in some cities, members of religious and various ethnic groups receive discriminatory treatment which is, of course, a direct manifestation of the community's attitude toward them as people. Is it any wonder that most teachers assigned to these lower status schools feel that they are teaching in less important schools? Very often the objective facts of poorer physical plant, meager and even inferior equipment and instructional supplies corroborate their initial attitude.

The Middle-Class Teacher Meets Her Lower-Class Pupils

The teacher with middle-class training and patterns of living meets her pupils in a school which occupies a low status in the eyes of her colleagues and the community at large. Many of her pupils may belong to a racial or ethnic group not accorded full rights within the community. For many teachers this

will be their first contact with such groups.

In addition, these pupils and others in the school are products of lower class culture. This culture is not only unfamiliar to the teacher but is one which is strongly disapproved. One teacher who entered such a school wrote, "It was like going into a strange country. It took me a long time to discover that these children were like children everywhere."

Another teacher describes the situation more vividly:

This school is a most interesting place to teach. It is challenging; it is nerve-racking; it is baffling; it is a tempestuous, strong place at times; but it is never dull. These students try your patience, fight with each other, and tug at your heart strings all at the same time.²

A principal writes in restrained manner: "Their home standards of citizenship and morality often carry over into the school situation."

What is life in such a school really like? For one thing, children fight more and at what appears to be the slightest provocation. Another thing which baffles teachers is the children's lack of interest in school work. This is not strange when many of the parents value school so little or want their children to go to school only slightly longer than they did, which was often no further than third or fourth grade.

Moreover, school is not a very pleasant place for these children. It is filled with unaccustomed prohibitions and suspicious teachers who haven't yet learned first how to accept children and then to provide the kinds of experiences which will enable them to learn the patterns of living and the values of the

² From the files of the American Council on Education, Intergroup Education Project in Cooperation Schools, Hilda Taba, director.

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dominant middle-class culture. What happens over and over again may be shown by this story of a first grade.

The children in the playhouse were serving dinner. The boys were seated at the table with the "mother" bustling between stove and table. The teacher was attracted by the loud voice of the "father" who said, "Hurry up and get me some more meat or I'll get me another woman."

The teacher went over and asked the youngsters whether or not that was a good way to act. Wasn't it better to wait until the mother sat down to the table so that they all could eat together?

Silence from the children.

The teacher withdrew and soon again heard the loud voice of the "father," "I want another cup of tea and make your kids shut up."

The teacher again joined the group and said, "How would your father talk to your mother? He wouldn't say that, would he? You are the father. Now you want to act like him. What would he do?"

Within a few minutes the children withdrew from the playhouse.

A few days later the teacher remarked to the observer of the foregoing incident that she couldn't get her children to do anything. They no longer played in the playhouse or appeared to be interested in anything.

These children in dramatic play were enacting their own life. To change their habits, they needed to be in a different situation. In other words, the program of activities needs to include real cooking and serving of foods. Then the middle-class amenities could be practiced in a new situation.

One school has reported that twenty-eight per cent of its pupils live in homes using community kitchens—that is, more than one family uses the same kitchen facilities. Another school found that over fifty per cent of its pupils prepared their own breakfasts and didn't know what it was like for the entire family to sit together for a meal.

Children growing up under such circumstances cannot *learn* the rituals and conventions of the dinner table as practiced in middle-class homes. They must, however, learn them sometime or they will never be able to move out of their own class group.

Eating is only one phase of reality which is very different for teachers and pupils. For example, one teacher said she could never like the youngster who told her how he had to keep his father away until his mother's boy friend left.

The differences between middle-class children and lower-class children are even evident in the rhymes used in games played spontaneously:³

Your mother, my mother,
Live across the bay,
1617 East Broadway.
Every time they have a fight
This is what they say:

Boys are rotten, made of cotton
Girls are handy, made of candy.
Ackabaca—soda cracker
Ackabaca—boo
Out goes you!

And this version of "Little Sally Waters"

Little Sally Walker,
Sittin' in a saucer,
Rise, Sally, rise,
Wipe your weeping eyes,
Put your hands on your hips,
And make your backbone slip.
Oh shake it to the East,
Oh shake it to the West,
Oh shake it to the one
That you love best.

Children Learn by Imitation

Children as well as other human beings learn from one another. When people are isolated in "islands" without communication from one group to the other, they cannot learn from each other. Therefore, schools which are lo-

³ *Ibid.*

cated in these "islands" have a pupil population of the same social class.

For lower-class pupils to learn the ways of the middle-class pupils, they need to associate with them. Some schools are finding ways whereby the two groups may participate together in interesting activities.

Two eighth grade groups carried out such an activity. It was a joint Christmas program which consisted of music and tableaus with a narrator for each group. The venture required the two groups to get together three times for practice, and they presented the program several times.

It was noted that the girls from the lower status school removed their heavy lipstick before going over to the other school. One day the teacher saw them corner three girls from their own school and request them to take the extra flowers out of their hair. "Do you want our new friends to think we are trash?" the teacher heard a girl ask. They permitted one daisy to remain in the hair of a classmate who had been wearing a drooping bouquet that had practically touched her shoulder.

Another activity was a youth forum, participated in by youth from all the schools in the city. They discussed topics of concern to them—where in the city they could go to dances, what was fair sport in their interschool games, and so forth. At the close of the year, they were given a chance to write what they thought about the activity. Many lower-status youth wrote:

We learned how to talk.

We can talk real good now.

We know those other kids have some of the same troubles we have.

The youth from the higher-status schools wrote:

We never thought before that Negroes were as smart as we are.

We learned about some things in this city we did not know.

We learned that all young folks have trouble with their parents.

We learned that people you think are queer are just like us.

It's a good thing to have all the young folks in town get together because you can learn what's going on and hear about things you didn't know could happen.

This latter remark indicates the real value of communication and association between diverse groups. The *reality* of both groups is thereby extended.

The Schools with Pupil Population of Diverse Cultures

The public schools with pupil population from diverse backgrounds are potentially the finest laboratories for the development of good human relations and for democratic citizenship. In practice they seldom work out that way, for these schools are entirely geared to middle-class values and ignore the needs of the lower-class and lower-status pupils.

One common device is that of ability grouping which places these pupils together instead of permitting them to mingle with the others. Remedial classes and opportunity rooms again tend to penalize lower-class and lower-status pupils.

Another device is that of counseling these boys and girls into different curricula. They take the home economic courses, the shop and agricultural courses, and perhaps receive some business training.

Even when pupils are not divided into separate classes, the instructional procedures frequently do not permit discussion and the exchange of experience which are of such value in ex-

tending reality for both groups of students.

An examination of participation in student activities shows that the more favored pupils get the opportunities. They possess the social skills—the "know how"—and have the approval and approbation of their teachers. The lower-class youngster is in trouble much of the time. Teachers think of most of these pupils as lacking ambition, as having a chip-on-the-shoulder attitude, as pre-delinquents evidenced by their lying, cheating, fighting, and perhaps some stealing. These are the youngsters who are always "suspects." And yet how they long to be like their more favored classmates!

The Task of the Schools

In America it is necessary to take seriously the task of maintaining the public schools as channels through which pupils may change their status from that into which they are born. The schools must be organized to permit association and opportunity for communication among the pupils from the various residential "islands" which compose the city. Only in some such manner can the pupils come really to know their city and the people who are a part of it.

If lower-class pupils are to change their status, it is imperative that they learn the patterns of behavior of the

dominant middle-class. To learn them they must like and accept school. This they won't do so long as there is such a cultural distance between them and their teachers.

Since well over fifty per cent of the elementary school population comes from homes of lower-class culture, teachers must be educated for the specific job which is theirs. Such teachers will have a clear concept of behavior as something which is *learned* and not inherited through the genes. They will understand the process of social mobility and that full participation in civic and social life of a community requires the acquisition of the dominant middle-class pattern of behavior and values.

These teachers will have a well-cultivated sense of humor and possess few preconceived notions of respect due them because they are teachers. (Lower-class pupils are not too polite to people whom they accept and trust.) They will not be too easily shocked because they are quite realistic about life. They will be fair and consistent in their dealings with pupils. They will possess the skill and understandings needed to build confidence and to bridge the gap from the old experience to the new. They will know that there will be back slidings and disappointments but they will not falter, for each child must have his chance.

... the American school must help the child develop a memory that is resonant with democratic meaning. Man is a creature of memory. He responds to current situations not merely in terms of their immediately presented features, but also in terms of the meanings and values which he has acquired. As he has suffered and enjoyed, lived and read, learned and remembered, so does he think and act.—JOHN L. CHILDS.

How Shall Children Be Grouped and Promoted?

In an imaginary conversation a young teacher talks with her experienced aunt concerning problems of grouping and promoting children—problems of concern to every teacher. The aunt from her years of experience and experimenting gives practical help to the young teacher. Mrs. Jones is director of elementary education in the public schools, Richmond, Indiana.

"**B**UT WHAT I CAN'T SEE," SAID JEAN, as she settled herself on the sofa in Aunt Elizabeth's room, "is how I'm going to fit Alice into any of my groups."

"Do all the rest of them fit?" asked Aunt Elizabeth understandingly.

"Well, no, not exactly," admitted Jean; "but Alice is worse than the rest."

In spite of her twenty-four years of experience Aunt Elizabeth knew that there are certain things Jean must find out for herself so she wisely waited for the next lead.

"How many groups do you have?" queried Jean.

"Well that depends," was the indefinite reply.

Not to be daunted so soon Jean persisted, "But don't you have a good group and a slow group and maybe a middle group?"

"Not always," was the evasive reply.

"But the books all said grouping was the best approach to pupil problems," insisted Jean. And indeed she could have drawn forth some of her college notebooks with specific page references that discussed this very problem. And furthermore, last year in student teaching Miss Anderson had assigned her different small groups to work with in reading or on a committee and things like that.

She decided to try again. "Well, Aunt Elizabeth, after all these years I'd think you'd know how to group your children."

"That's just the point," was the friendly reply. "After all these years, twenty-four of them, I am in exactly the same situation in my room at school that you are, Jean. I have over thirty young, eager faces looking up at me. I don't know what they can do and not enough about what they did last year. I don't know who are friends, which ones like airplanes, or what they expect of me. I am just as new to them as they are to me. We must get acquainted before we can really start to work. And that has to be done over with each new group no matter how long you have taught."

How Do You Go About it?

"I never thought of it that way," admitted Jean. "Then how do you go about it?"

"Well, I've changed my tactics about as often as I have changed the length of my skirts or the style of my hair-do," confessed the veteran.

"What do you mean by that?" asked her niece sitting up with interest.

"Well, it's this way," explained Aunt Elizabeth. "About the time you think

you know how, some one comes along with a new idea, some research project or a practical theory that sets you off on another tangent. I hope I have consistently returned to the major goal—that of developing skills, knowledges, and attitudes of boys and girls."

"Then what are some of the ways you have tried? Perhaps I could try them, too."

"I used to have an A class, a B class, and a C class," said the voice of experience. "That was all right as long as they sent me only children who could do the work of the grade and all could hope to attain the A class rating. But then I had all ages and sizes and many of them failed. I don't think I would want to go back to that plan."

"Why not?" asked Jean. "I think it would solve all my problems if all the children could read the level of material assigned to our grade."

"It might solve some of your educational problems," admitted Aunt Elizabeth, "but when we progressed from the one-room country school to the more progressive graded school we created more problems than we solved. If a pupil wasn't promoted, he had to repeat the grade. That meant going back to the beginning and starting over. Some of the work he had already done, but that was what the class was doing and he had to fit. After two or three years, if he still hadn't mastered it we let him go on anyway. He still couldn't keep up. He was bigger and older than the rest. Then he created both an educational and a social problem. But we didn't know what else to do."

"What else?" prodded Jean.

"Well, nobody wanted to be in the C class and the A Class looked down on them so we tried the Bluebirds, the Red-

birds, and the Blackbirds. Some of the teachers thought that was a good idea because then the children didn't know which was the slow group. Maybe it was my fault but I never could fool those poor little Blackbirds, and if you want to know what I think I don't believe the rest did either."

Why Not Try Flexible Grouping?

"Miss Williams, across the hall from me, calls her groups White Rabbits, Rosebuds, and Airplanes," interrupted Jean. "She thinks it is a good idea and says the children selected their own names for the groups."

"Maybe so," conceded Aunt Elizabeth, "but I can't make it work because my groups don't remain static. Besides, how can we expect the children to grow into mature adults if we cultivate their childish notions?"

"Static? What do you mean by that?" urged Jean.

"Just this. The groupings I use in reading this week won't work in a few weeks from now. And the same child is good in number work, superior in art, but slow in reading."

"That's Alice," interrupted Jean. "What shall I do about her?"

"Why don't you have a flexible plan of grouping and change whenever you need to?"

"But wouldn't that be disorganized?" puzzled Jean.

"Not necessarily," responded her aunt. "Does your mother serve blackberry pie for dessert only when she has steak and green beans? If the proper balance is maintained and groupings are based on common needs and interests, the pattern need not remain static."

"Common needs and interests," mused Jean; "that's what Dr. Holden



Courtesy Public Schools, Tampa, Florida

It is easier to get acquainted with new subject matter than with new children.

talked about in principles class, but I didn't have an Alice problem then. How do you manage it?"

"Well, suppose I had a group of girls especially interested in club work. They might organize themselves into a reading group to enjoy a new book about a girls' club. When they finish the book the group dissolves."

"But what about basic reading?" asked Jean.

"That, too, varies with needs. Suppose a group reading together took time out for an interesting activity. When they resumed their progress they might merge with another group. Or like last winter when some of my pupils were out with the whooping cough. When they came back they worked with the group that was about to the point where they left the class.

"Then for some of the help with mechanics sometimes I select individuals from various groups and just read a list of names saying, 'Will these people come to the reading table?' Or perhaps I will say, 'Those who are ready for the next step in subtraction may come.'

Then the child has to decide for himself whether he belongs in the group or not.

"In some of our activities the children select their own groups by joining the one working on the thing that interests them most. They like to call them committees. Sometimes a committee will be made up of both good and poor students but they adjust themselves surprisingly well. Some gather the information. Some use or organize it. And some merely learn from the others. That seems quite all right to me so long as all are learning and the practices are socially acceptable to the group. After all we can't all be producers. It always reminds me of the farmer who thought we shouldn't eat unless we produce food."

Charts and Records Help

"I hadn't thought of it that way," mused Jean. "But what bothers me now is how you keep it all straight."

"It does call for some record keeping," admitted the counselor. "I suppose every one has his own system. Personally I have a card system that works quite well. It is a sort of a

cross reference. Some of my cards are organized by individuals with the pupil's name at the top and a list of the things he has done or needs to do. Some of them are organized by topics with a title such as 'word endings,' 'subtraction with borrowing,' 'differentiation between o and a,' or something like that. These cards then have lists of children's names on them so I can select the ones for a specific work group instantly.

"I have tried a chart system, too," she continued. "It works quite well with older children. They can help keep the records and they like to know where they are going. You may see my cards and charts if you like, but you will probably have to work out your own in the end."

How Do You Manage Promotion?

"It seems to me," mused Jean, "that this would be a good idea if you didn't have to give grades and promote the pupils. Don't they get farther apart instead of closer together?"

"Yes, I am afraid they do," admitted Aunt Elizabeth. "But I contend that I am helping children grow and mature rather than teaching reading and spelling and arithmetic. That is the reason I like to keep the same group of children longer than one semester. In our building we keep them a minimum of two semesters and sometimes as many as three or four or five. It is easier to get acquainted with new subject matter and new materials than with new children. Besides, it makes for more consistency in habit formation when the children know what to expect."

"As for their getting farther apart as you expressed it," she continued, "that is truer than you realize. The different children in the group spread themselves over a wider expanse because they dif-

fer in rate of progress. And each individual child creates a problem in spread of ability because he is more capable in one area than in another."

"Then how do you manage promotion?" asked Jean.

"Keeping the same children helps some," explained her aunt. "If I know I am going to continue with the same group we just go on from where we were at the end of the semester. It isn't a matter of promotion or failure then, but one of continuous progress."

"But doesn't this come to a head some time?" pressed the novice.

"Yes," conceded the experienced teacher. "At the end of two or three years one must face the issue, but then it is not a matter of telling the parent a child has failed and must do the work of a given grade or half grade over. Instead, in a conference with a parent we explain that the pupil has been working for a given time. He has moved along at the rate for which he had the capacity. He has accomplished just so much work. And he has not yet completed the work of this area. It is easier to convince both the parent and the child that the job needs to be finished than that the quality of work is above or below a certain standard which is necessary for promotion."

"I think I'll work on the grouping first," said Jean as she rose to go. "After all the problem of classification and promotion doesn't have to be faced till the end of the semester and that's a long time off."

"Perhaps it is," admitted her aunt understandingly. Then as Jean closed the door and slipped down the hall to her own room she added to herself, "But after twenty-four years in the classroom the end of the semester seems quite close at hand."

The Primary School in Milwaukee

How the primary school plan functions in the Milwaukee, Wisconsin, public schools is described by Florence C. Kelly, primary supervisor. Perhaps the secret of its success is that "All are working together to make today's children happier and better adjusted citizens of tomorrow."

THE PRIMARY SCHOOL ORGANIZATION has been operating in Milwaukee public schools since 1942. In January of that year it was initiated in one school building and carried on there for three years. During that time the plan was carefully studied and analyzed so that succeeding schools benefited from the experience. There are now thirty-six elementary schools in which the kindergarten-primary departments have departed from the traditional grade patterns and have accepted the philosophy of a continuous learning program.

Much of the success of our primary school is due to the fact that we have moved very slowly, both within the school system and within the individual school buildings. In all situations we start with the group leaving the kindergarten and progress with it for six or more semesters before it enters the fourth grade. Each unit as it comes from the kindergarten is called "first semester above the kindergarten," and then advances to second semester, third semester, and so on. The children fall easily into the ungraded semester pattern and the room identification door cards which read "Primary School, Miss (the teacher's name)" help to keep the children unaware of grades as social-achievement segregation.

This plan is an attempt to make functional a philosophy that those in-

terested in the growth and behavior of little children have believed in for many years. It is a means of adjusting our teaching and educational practices to meet the differing needs and capacities—social, mental and physical—among our children. Failure and promotion give way to progress and growth, and parents, teachers, and administrators are free to follow a program that stresses early and continuous success. Artificial grade lines, standards, and marking which under a traditional program often cause frustrations, blockings, and confusions lose their importance when pressures are removed.

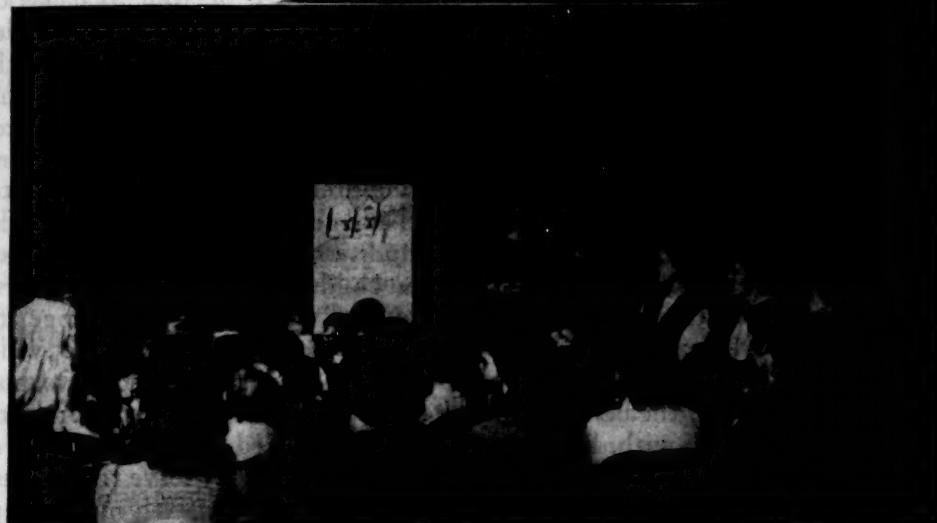
It is not a method of teaching but rather an administrative technique to encourage and use a philosophy where every child is carried along with no or very little break in his learning pattern.

Who Are Important in this Program?

The children are foremost. Then teachers and parents come into the picture as important factors in the success of this child-interest organization. All concerned must have a common philosophy and understanding. Instructional and orientation programs are planned for both groups to remove and prevent any misunderstandings and confusions. The entire faculty, as well as the kindergarten-primary teachers who are responsible for its organization and maintenance, needs to know

Parents feel free to come to school at any time or are invited in small groups to watch the progress of their children.

Courtesy public schools,
Milwaukee, Wisconsin



and accept this continuous growth pattern. Without this understanding and desire for release from the traditional situation the program would lack the enthusiasm and interest that now characterize it.

No venture of this kind could possibly succeed without the cooperation and good will of the parents whose children are to be so grouped. A meeting similar to that planned for teachers. Each parent group has been eager to have its children participate and has

urged the continuance of the plan. Follow-up meetings as the program has progressed have been held and the parent response at these gatherings has been gratifying and encouraging. Parents feel free to come to school at any time, or are invited in small groups to watch and follow the progress of children on all levels.

How Does It Operate?

The individual growth pattern and rate of learning of each child are studied

and progress, however slow, is recognized and recorded. When administratively possible, children of similar chronological age and emotional and social maturity are kept together in one group and proceed through six or more semesters above the kindergarten. The bright child may evidence adequate mental growth in less than six semesters but for social reasons is rarely accelerated. He is kept within his own group to preserve his social stability and is given experiences to enrich his intellectual development.

Some child may need seven or eight semesters before he is ready for the fourth grade. If retardation appears such a child is not marked "failure." His program is stretched out and is adjusted to his own slower growth pattern. This process takes place gradually and may occur at any time during these early years. No child is ever asked to repeat what he has already learned but progresses slowly with a satisfying sense of achievement rather than one of frustration. He is never made to feel his performance is inferior when it is really satisfactory because it is the best he can do. He is competing with his own ability, not with that of his classmates. This is not to encourage poor effort and application but to challenge and promote optimum standards of achievement on all levels.

At the end of six semesters such a child may be helped to understand that he needs more time to complete the primary school and is checked on his report cards "seventh" or, if necessary, "eighth semester." In all such cases the parent and teacher have conferred so that proper feelings and relations between home and school have been preserved. Serious retardation—where a

child indicates that he may need more than eight semesters—is detected early.

Reading and social progress are noted on a special report card. Reading progress is recorded through a series of flexible reading levels. The approximate dates on which a child evidences advancement from one level to another are indicated on this card. Under "Social Progress" and "Teacher's Remarks" attitudes and growth in other areas are reported. Through these notations and conferences with teachers parents may follow the achievement of their child.

The gradual shifting of slow learners during the three or four year period prevents the piling up of so-called "problems" when they arrive at the fourth grade level. Our experience has demonstrated that we have less retardation at the end of six semesters and that children come through with better social and academic balance than under the traditional plan of "fail and repeat." When children are ready for the fourth grade level we find that the range and distribution of abilities are no wider than heretofore but that limits are more closely defined and children's problems are individualized. If the learning of these children as they leave the primary school is to continue with no apparent break, the philosophy of these early years should be accepted and practiced by teachers in the upper elementary area. Grade names should be no barrier.

As we strengthen our slowly expanding program with additional primary units we are faced with new problems, the solutions of which prove a real challenge to our enthusiastic parents and interested, energetic teaching personnel. All are working together to make today's children happier and better adjusted citizens of tomorrow.

Books FOR CHILDREN . . .

JUDY'S JOURNEY. By Lois Lenski. New York: J. B. Lippincott Company. Pp. 212. \$2.50.

The children of migrant workers have become one of America's great problems as well as a great challenge. It is appropriate that Lois Lenski should have told their story so poignantly in this latest addition to her regional stories. No doubt many children will be surprised that children anywhere can be as unfortunate as these youngsters who follow the crops from Alabama all the way north to New Jersey.

Would that all migrant workers could finally get a piece of land to call their own then they too could join with Judy in saying in her childlike way

No more will we roam
For we have come home.
A garden and a cow
Two pigs and a sow
Twenty-five hens and a rooster—
Now we'll live better than we used to!

while Lois Lenski calls attention to the fact that Tennyson expressed the same thing when he wrote, "I am a part of all that I have met." A truly significant book!

THE GOLDEN BOWL. By Edith Heal. Illustrated by Marion Cannon. New York: Lothrop, Lee and Shepard Company. Pp. 72. \$1.50.

Little Marie lived in New Orleans and on Saturdays helped Old Peter who owned The Golden Bowl restaurant. When she learns that it will have to close for lack of customers, she contacts the Countess who promises after one fine meal to see that The Golden Bowl continues. The affection between the old man and the little child demonstrates the fine relationship that can exist between youth and old age. The delicate pictures of Old New Orleans accompanying the text create just the right French atmosphere.

ARABIAN NIGHTS. Collected and edited by Andrew Lang. Illustrated by Vera Bock. New York: Longmans, Green and Company. Pp. 303. \$2.

A twelve-year-old black-eyed boy reading

this book looked up at me the other day and in an awed voice said, "This is good, good." I was glad that he had this edition for the format with its red and black cover, its imaginative light blue end-sheets, and its decorative titles before each tale add much to the enjoyment of these old stories that have lived for centuries and will continue to live for many more.

MARTIN AND ABRAHAM LINCOLN. By Catherine Cate Coblenz. Illustrated by Trienja. Chicago: Children's Press, Inc. Unpaged. \$1.

The illustration on the cover of this book shows Abraham Lincoln holding a weeping boy in his arms. The boy is Martin whose father, a Vermont cobbler, is a prisoner in a Confederate army camp. Besides missing their father, Martin's family is in great need of food.

That Martin should meet the great President, unburden his heart to him, and have a chance to fix his shoe unfolds a simple story of a kindly man and his love not only for children but for humanity. Even the youngest children will be touched by the sympathetic understanding of Abraham Lincoln and his order to have food from the army stores sent to the family each week.

This short, simple, well-illustrated story is a fine contribution to Lincoln lore.

U. S. MEANS US. By Mina Turner. Illustrated by Lloyd Coe. Boston: Houghton Mifflin Company. Pp. 32. \$1.50.

A simple, clear interpretation of how the United States government is run. The President's duties are explained through the text and cartoon-like pictures, the choosing of the cabinet by the President, the choosing of congress by the people, the appointment of the judges to the Supreme Court, and the individual voting of the grown-up people—all lead a child to a better understanding of a democratic form of government.

A map of the U. S. showing the number of representatives and senators from each state is very clear and clever. Every class from third grade up should have at least one copy of this book.

PICTURE MAP GEOGRAPHY OF ASIA. By Vernon Quinn. Maps and drawings by Frank Beaudouin. Philadelphia: J. B. Lippincott. Pp. 122. \$2.25.

Why this largest continent is distinctive is well brought out in this clear presentation. The facts, and there are enough of them to satisfy even the "quiz kids," are simply but vividly told. The animated maps make these countries teem with life of all kinds. A timely book for older children wishing to understand the twenty-two countries of diversified peoples that make up ancient Asia.

McELLIGOT'S POOL. Written and illustrated by Dr. Seuss. New York: Random House. Unpaged. \$2.50.

This is the first Dr. Seuss book since 1940—and what a book!

In rhyme it tells of the fish that might be caught in McElligot's Pool. This is a fantastic humorous tale and children from four to eight will thoroughly enjoy the text and the accompanying pictures.

LI LUN, LAD OF COURAGE. By Carolyn Treffinger. Illustrated by Kurt Wiese. Nashville, Tennessee: Abingdon-Cokesbury Press. Pp. 93. \$2.50.

This beautiful book introduces a courageous Chinese lad to American children. The story of his vicissitudes and ability to overcome them should lead to a deeper appreciation of our Chinese neighbors and a greater respect for anyone who surmounts difficulties. Kurt Wiese, as usual, gives just the right interpretation of the text through his lovely illustrations.

MORE TALES FROM GRIMM. Translated and illustrated by Wanda Gág. New York: Coward-McCann. Pp. 257. \$2.75.

Ever since *Millions of Cats* made its appearance a book written and illustrated by Wanda Gág has been an event worth noting. The sadness with which one turns the pages of this last work of this author-illustrator turns to ecstasy and gratefulness that she left such an immortal monument to herself in these thirty-two superbly translated tales from Grimm.

The illustrations which were in various stages of completion have been reproduced just as she did them, which makes this book a collectors' item. The format is similar to the first *Tales from Grimm* and preserves the same simplicity, excellent print, and illustrations in black and white so interpretive of the tales.

Would that every child could own the twelve books that Wanda Gág has left. Surely they are "the golden key" that opens the treasures and wonders of humor, beauty, and magic so essential to child development.

FOOLS AND FUNNY FELLOWS. Selected by Phyllis R. Fenner. Illustrated by Henry C. Pitz. New York: Knopf. Pp. 185. \$2.50.

This, the seventh book in the folktale series selected by Phyllis Fenner, contains twenty-one tales that have caused spontaneous laughter again and again. There are selections from Wanda Gág, Ruth Sawyer, Howard Pyle, Parker Fillmore, Seumas MacManus and other equally representative authors.

This book together with *There Was a Horse, Giants and Witches, Time to Laugh, Princess and Peasant Boys, Adventure: Rare and Magical, and Demons and Dervishes* would give a child a very comprehensive collection of folktales. All seven books should be in every elementary school and public library. Phyllis Fenner has made a unique contribution to children's literature through these books.

ALL ABOUT DOGS, DOGS, DOGS. By Grace Skaar. Illustrated by the author. New York: William R. Scott, Inc. Not pagged. \$1.

NOTHING BUT CATS, CATS, CATS. By Grace Skaar. Illustrated by the author. New York: William R. Scott, Inc. Not pagged. \$1.

The simplicity of these books will appeal to the two- to six-year-olds. The lack of detail has been a real help with an immature first grade group that was finding it hard to express themselves. Obviously all nursery schools should have these books, but so should kindergartens and first grades as well.

The clever lead-up to the climax in each book keeps the interest high. The clear line drawings and simple colored pictures are unique. To see and use them with children is to appreciate their worth.

13 DANISH TALES, RETOLD. By Mary C. Hatch. Illustrated by Edgun. New York: Harcourt, Brace and Company. Pp. 169. \$2.50.

These folk tales are simply told and add to the collections that stimulate informal dramatization. Our youngsters throughout the school have been playing these stories since I read one of them aloud to the whole assembly. The tales are short enough to be dramatized quickly and with zest.

Bulletins AND PAMPHLETS . . .

"... since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed . . ." —Preamble of the Constitution of UNESCO

The opening of the present school year was marked by a resumption of certain of the United Nations' meetings which focused attention upon the acute and growing distrust and suspicion with which one nation views another's actions and motives. All of the bulletins selected for review in this issue have a contribution to make in helping teachers participate in the construction of the "defenses of peace."

Adjustment in Living

Over three hundred years ago, John Donne wrote:

No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clog be washed away by the sea, Europe is the less as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

Each of the five bulletins included for review in this section offers help in adjustment in living.

WORLD OF MY MAKING. By Blanche Paulson. Chicago, Illinois: Bureau of Child Study, Board of Education. Pp. 46. Twenty-five cents.

One of a series of pamphlets on *Self Appraisal and Careers*, Miss Paulson has developed an instrument which will help young people help themselves. While the author's experience and field of interest are in the high school guidance area, a teacher of any level will read with profit a pamphlet reflecting a much needed point of view in guidance which sees all living as a series of adjustments.

A GOOD START FOR YOUR CHILD IN SCHOOL. By the Kindergarten Department, River Forest, Illinois: Board of Education, River Forest Public Schools. Pp 20. Price not given.

The kindergarten teachers of River Forest, in cooperation with the school health department

and school nurse, several years ago developed for parents a booklet designed "to bridge the gap between home and school and to make your child's adjustment to school life a normal and happy one." The booklet describes through brief text and appealing drawings a typical day in the life of a kindergartener.

This booklet represented one of the first efforts made to help adjust parents as well as children. Others who are concerned with this problem may well study its presentation in this booklet.

SOCIAL TRAVEL. A Technique in Intercultural Education. By Edward G. Olsen. New York, N. Y.: Hinds, Hayden and Eldredge, Inc. Pp. 46. Price not given.

The introduction to this pamphlet states: "The key to valid teaching methods lies in providing situations for learning through living while liking it. In terms of intercultural education, this means the provision of personally satisfying experiences with members of 'different' cultural groups, well-pondered situational experiences wherein the essential purposes of unlike groups may be truly appreciated.

"This entails, as an integral part, the presentation of information concerning the facts of race, the beliefs of religion, the patterns of culture, and related political and economic factors, for friendly contacts between members of diverse groups must be informationally sound as well as emotionally satisfying. Intellectual study and social contact must go hand in hand if success is to be achieved."

Teachers who are interested in field trips for their children will find in this pamphlet how they have been used in intercultural education, how well this technique succeeds, and what conditions are important.

CROSSROADS. Putney, Vermont: The Journal of the Experiment in International Living. Donald B. Watt, director. Unpaged. One dollar.

This publication is in the nature of a report of an experiment in bringing peoples together, of plans for the future, and an appeal for financial help. Selected young Americans are taken to other countries, placed in homes of education and culture, and under competent leadership participate in the family life for a period of six weeks. To a lesser extent young people from abroad are brought to live in American homes.

Those who are interested in this unique plan will find in this booklet adequate information and excellent photographs of the experiment in action.

PARENTS, TEACHERS, AND YOUTH BUILD TOGETHER. Edited by Christian O. Arndt and Luanna J. Bowles. Prepared for the Service Center of the American Education Fellowship. New York, N. Y.: Hinds, Hayden and Eldredge, Inc. Pp. 41. Price not given.

Supporting the thesis that parents, teachers, and children can work together successfully in the great enterprise of education, this pamphlet presents descriptions of four widely diverse learning situations. While each is different, the authors write from a common frame of reference—that the school should educate youth for living in American democracy and that this is facilitated and achieved only as parents, teachers, and children live together.

Being Informed

A diversity of sources for becoming informed is reviewed.

GLOBE VIEW. New York 3, N. Y.: Sponsored by the Association for Arts in Childhood, Inc. Pp. 15. Twenty-five cents.

The first number of this publication reports to children the story of the United Nations. In forceful and simple language it calls attention to problems involved in the story of re-building the world. Teachers of children in the upper elementary and junior high schools would do well to examine this publication to determine its functional use. Subsequent issues deal with other world problems.

THE RACES OF MANKIND. By Henry Field. Rev. by W. D. Hamblin. Chicago Natural History Museum with accompanying Map of Mankind by Malvina Hoffman. New York 16, N. Y.: Hammond and Company, 88 Lexington Avenue. Unpaged. One dollar.

This bulletin, with its accompanying map, is significant for two reasons: its content throws light upon many of the popular misconceptions regarding racial distinctions, and its illustrative treatment is unique. Malvina Hoffman was commissioned by the Field Museum of Chicago to create her racial studies in bronze. In her journeys to the native habitats of these races she traveled in all continents.

Accompanying the articles in this bulletin and providing an illustrative key to the interpretation of the map are photographs of the bronzes she created.

WAR AND HUMAN NATURE. By Sylvanus M. Duvall. Public Affairs Pamphlet No. 125. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East 38th Street. Pp. 31. Ten cents.

This is the first of a new series of Public Affairs Pamphlets dealing with international affairs, marking a departure from the scope of the Committee's publications in the domestic field for the past eleven years.

Mr. Duvall presents the psychologist's approach to the problem of war and peace. He develops the belief that peace can be made as "natural" as war if we apply adequate and intelligent control through the development of a program for world peace based upon an understanding of human nature and its relationship to war and peace.

Teachers will be profoundly disturbed, let us hope to the point of positive action, when they read, "It is the malcontents, those who are psychologically disturbed within themselves, who are the warmakers. People are most warlike and aggressive when (1) the social and economic relationships of life have been disrupted so that people feel bewildered, confused, uncertain, and insecure; and when (2) people are frustrated."

Teachers will further recognize that the three problems cited by Mr. Duvall, the solution of which will result in world peace, are identical with those with which we are constantly striving to help our children:

We must reduce the amount of frustration in the world.
We must develop social standards of success that most people are capable of reaching.

We must make sure that the goals for which people strive are safe for others.

No thinking person will want to miss this pamphlet.

FILMS IN INTERCULTURAL EDUCATION. By James H. Tipton and Paul K. Weinandy. New York 19, N. Y.: Bureau for Intercultural Education. Pp. 18. Price not given.

This is an excellently selected and annotated bibliography of films that might help stimulate interest in building better group relations among the individuals who make up the widely diversified cultural groups of America.

By MARY E. LEEPER

News HERE AND THERE . . .

Clara Owsley Wilson

Clara Owsley Wilson died in Lincoln, Nebraska, on October 23, 1947. Dr. Wilson, professor of primary and elementary education and chairman of the elementary education department of the University of Nebraska, was a nationally recognized leader in elementary education, contributing to its development through her teaching, lecturing, and writing. Her most recent contribution to educational literature was the brochure "Working Together in the United Nations" a text which outlines simply the organization and functioning of the United Nations. This publication is receiving international recognition.

Dr. Wilson held many positions of leadership in state and national organizations, commissions, and committees. She was an active member of the Association for Childhood Education. As sponsor of the University of Nebraska A.C.E., as a leader in the Lincoln A.C.E., and as a member of national committees her services were constructive, dependable, and challenging. One of her friends has written of her:

Her hundreds of students will remember her very sound and practical approach to teaching, her genuine love for children, and her understanding of them. Theory and practice were always tied closely together through the demonstration schools both in the city and in the country. Here rural and urban teachers observed and participated in living with and teaching children. Not only was Clara a wonderful teacher of children, of students and of parents but she was also an excellent administrator, lecturer, and author. Her enthusiasm for her work inspired co-staff members, students, and parents.

New A.C.E. Branches

Pine Bluff Intermediate Association for Childhood Education, Arkansas
Pine Bluff Primary Association for Childhood Education, Arkansas
Carlisle County Association for Childhood Education, Kentucky
Hickman County Association for Childhood Education, Kentucky
St. Cloud State Teachers College Association for Childhood Education, Minnesota
Portage County Association for Childhood Education, Ohio
Chester County Association for Childhood Education, Pennsylvania
Duquesne University Association for Childhood Education, Pennsylvania
Huntington Association for Childhood Education, West Virginia

Reinstated

North Shore Association for Childhood Education, Massachusetts
Tillamook County Association for Childhood Education, Oregon

Retirement

News has come that Florence A. Kuss has retired after forty years of teaching in the schools of Buffalo, New York, and Los Angeles, California. Miss Kuss has been a contributing member-subscriber in the A.C.E. for many years and is a member of the Los Angeles Association for Early Childhood Education.

Changes

Nancy Nunnally from the State Teachers College at Milwaukee, Wisconsin, to the Children's School, Indiana University at Bloomington.

Helen Huus from Wayne University in Detroit to the School of Education, University of Pennsylvania at Philadelphia.

First 1948 A.C.E. Membership Bulletin

Children and Music, the first membership service bulletin for this year, was mailed to all contributing and life members and to the officers of all A.C.E. branches on January 2nd. With the bulletin, members received a letter from Winifred E. Bain, president. Miss Bain says in part:

One approaches this bulletin *Children and Music* with a tinge of apprehension that the authors may drag one through the struggles of children seen in classrooms almost daily. . . . But by contrast one reads this bulletin with almost the pleasure which music itself gives at its best. The authors arouse our courage and hope. . . . They make us see that teaching and learning music are work but joyous and happy work; that the process is more important than the product and that when the process is good, the product becomes more and more satisfying as children mature so that the painful, mechanical, remedial exercises may be banished as a scourge from the earth.

Teachers and parents interested in knowing the kinds of musical experiences children two to twelve should have will find this bulletin invaluable.

Those who did not receive *Children and Music* as a part of membership service may purchase it from A.C.E. Headquarters, 1201 16th Street, Northwest, Washington 6, D. C. Price, fifty cents.

Council for Exceptional Children

The International Council for Exceptional Children will hold its twenty-fourth annual convention in Des Moines, Iowa, from April 25

to April 28, 1948. Those most interested in the convention will be educators and social workers concerned with the problems of the handicapped child.

Individuals attending should make their reservations by writing to Miss Betty Whitford, 626 Third Street, Des Moines, Iowa.

Special Classes for Texas Children

Eighty-seven public schools in sixty counties of Texas have asked for funds to provide special education for 11,664 exceptional children.

The request totals \$476,000 as contrasted with \$350,000 allowed by the legislature. The latter amount is double the appropriation for the previous year. Many schools for handicapped children will be operated on a county basis.

To Aid Migrant Workers

The first unit in a fleet of station wagons equipped to provide religious and recreational services for migrant farm workers across the nation was dedicated at a migrant labor camp in New York in September. The fleet of "mobile churches" will be operated by the Home Missions Council of North America.

Because the migrants follow the crops from north to south and back again every year, the Council's staff travels, too, setting up child care centers, recreational and religious programs, and working with local church and civic groups to interest them in the plight of agricultural migrants. A nursery was operated at the Cutchogue, N. Y., camp last summer for young children whose parents and older brothers and sisters worked in the fields harvesting potatoes, cauliflower, and lima beans.

Now that most of the crops in New York State are in, families are packing their few possessions into cars or trucks to start the journey south to the orange groves in Florida. When they go, the mobile unit "Eastern Harvester" will not be far behind.

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by Louise Woodcock

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All About Dogs, Dogs, Dogs
by Grace Skaar

Big dogs, little dogs, busy dogs, all kinds of dogs, and they all say..... Children can hardly wait to shout the end, then tell about their pets.

Nothing But Cats, Cats, Cats
by Grace Skaar

Similar in pattern to the dog book. Simple, colorful, with plenty of warmth and humor.

Other Titles to Choose From

This is the Way the Animals Walk and Hiding Places, by Louise Woodcock; *Just Like You*, by Evelyn Beyer; *Everybody Has a House and Everybody Eats*, by Mary McBurney Green; *Pitter Patter*, by Dorothy Baruch; *Here Comes Daddy*, by Winifred Milius; *Bumblebugs and Elephants*, by Margaret Wise Brown; *Saturday Walk, Saturday Flight and Saturday Ride*, by Ethel Wright.

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